

Educational Supplement

FIRST PUBLISHED 1910 PRICE 12p

FEBRUARY 20 1976 NUMBER 3168

Break

Here comes trouble

Hysteria is mounting in the Inner London Education Authority as the side effects of Mr. Trevelyan's comprehensive legislation become apparent. The authority will certainly promote an amendment to allow control of intake but the Department of Education and Science are taking the view that it is virtually impossible to draft one which will not make nonsense of the principle. "If anyone can think up a brilliant amendment, that's great," is the view taken by Chris Price, Parliamentary Private Secretary to Mr. Mulley.

"I think it's Chris Price who's behind the elimination not to amend the bill," says one ILEA official. Meanwhile Tyrrell Burgess is spreading soothing reassurance. "It doesn't make much difference anyway."

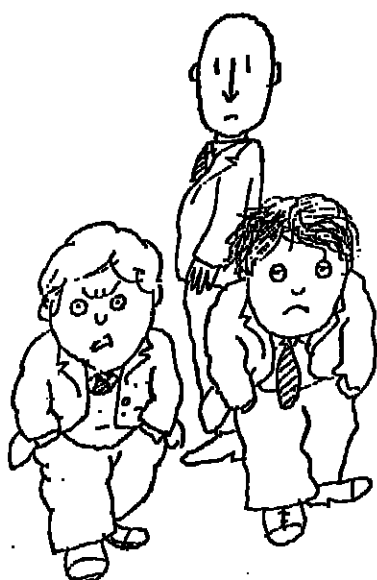
A sanguine view, reinforced by a simulation run on the computer at his request by Martin Shipman, director of the authority's research and statistics group. The simulation shows that, given present choices, most people get what they want and the redistribution of bright children and teachers has little effect.

This exercise was on the agenda of the ILEA's transfer section—a subcommittee of the schools subcommittee—yesterday. The trouble is, as Martin Shipman freely admits, it does not tell anyone anything about what would happen when the grammar schools are phased out, let alone what would happen once the restraints of the rationing principle were lifted from the calculations of parents and primary heads.

Nor does it take into consideration the dramatic fall in school rolls which hits secondary schools in 1978, and London ones more dramatically than any others because of the added effect of migration from the city. "We really are in a hell of a state," according to one official.

London schools have to plan for a reduction of a third in the secondary school population in the next seven or eight years. As schools empty are they to be reclassified as, say, six-form entry instead of eight? How do you redirect staff, particularly staff in shortage subjects such as maths and science?

Meanwhile there are those sitting quietly in some of the small grammar schools in "favoured" areas which are going comprehensive on their own. If bundling goes, they



"Detention for making a slide in the playground, and they wonder why we're in the Winter Olympics."

will in practice be able to remain virtually unchanged as grammar schools—Camden for example or William Ellis or Lady Margaret. As one ILEA official said, unless you keep bundling for five or six years, until the selective top has grown out, those schools will immediately attract a more able intake.

On the other side are those heads who are trying to pull up schools with less attractive reputations, helped by a system which in practice does not give them many bright children but ensures that they do not get flooded out with band three children. One of them said this week, "You can say goodbye to comprehensive education in London if bundling goes."

Chris Price puts his faith on linked primary schools—if, that is, the ILEA can get over a reverence for parental choice which he maintains is unparalleled elsewhere. Others, who have looked into the matter, say linked primaries cannot be made to work in London in any general way. Catchment areas are too jumbled, parents too realistic about slummy schools.

Hardly surprising under the circumstances that London's newly independent day schools are finding themselves embarrassed by the press of anxious applicants.

Pay your money, take your pick

Meanwhile amid this uncertainty (see also page 2) those who for cash or for convenience are sticking with the state in London have to make their choices by March 5.

Those who live in Islington may, in the course of their rounds, pay a visit to the 11-plus exhibition at the local divisional offices. If they do, they could be forgiven for coming away with the impression

that secondary education is all fun and games.

The schools have each been given about 70 square feet in which to display their wares. There are displays of filmmaking, nature trails, summer camps, chess, swimming, drama and dance, and the occasional corner of a bright, modern science laboratory. There are lists of subjects at O and A and other levels, and useful summaries of educational theories and principles.

Ray Price, the divisional officer, hopes the exhibition "will get parents interested... although it is not intended as a substitute for visiting the schools". It plus goes on until the end of the month and coincides with many schools' open days.

The displays were prepared by the schools themselves and vary in approach. Tollington Park uses a good deal of space showing the sort of jobs pupils have done since leaving. Mount Carmel Catholic Girls School bravely states its ethos: "She is Holy, She is Catholic, She is Apostolic." The rest of the display is taken up with the role of women as related to clothes.

The Islington divisional education offices have just moved into a luxurious new building, Northstar House in the Holloway Road. It is light, airy and spacious and is extremely grand with brown-tinted windows. The building was chosen by the Greater London Council and has been the subject of a minor local controversy because its rents and rates are thought to be too high (local estate agents' gossip put it at £2,000 a week) and according to the rules the ground floor cannot be used for offices. However, Islington plan to use the space as a permanent exhibition area, with half given to a display of the borough's varied educational opportunities, and half to exhibitions which change every six weeks. "Careers" is the subject of the next one. The surroundings might make local government seem a particularly seductive option.

Beloff's benefit

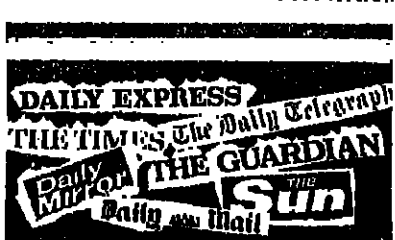
Professor Max Beloff's University College at Buckingham took to the road formally last Friday, when Mrs Thatcher spoke the magic words. It was all done with simple academic pomp (plenty of colour, none more splendid than the robes of the professor from the Open University) and some understated, though premature backslapping.

Something quite remarkable has been achieved: the 75 students will get a pretty good deal for their £1,500, so far, benefactors have given £1.5m and a lot more will be needed if the college is to expand to the 700 students of which Beloff now speaks. By cramming three years' work into two years, the college has a practical benefit to offer those who might be able to choose between Buckingham and a tradi-

tional institution. The shorter course and earlier expectation of earnings must offset the higher fees which students are charged.

Even so, it is still difficult to see this ever becoming the major contribution to academic freedom. Sponsors had hoped, if the main concern is to counter the totalitarian tendencies of governments as well as universities, that there will have to be dealt with in the traditional institutions and in Parliament. Buckingham will have its work cut out to stay in business and expand modestly, and even to do that it will be under constant pressure to compromise with mainstream, if not with Westminster.

Aristides



BUCKLEY

As often as not it is the letters to the editor of a journal that will stop you in your tracks. That goes for education as much as it does for anything else.

Thus I was much taken by a letter from John Trevelyan in the New Statesman. He was informing us by an account by the inimitable Arthur Marshall of his indoctrination in the Christian religion at Oundle. Mr Trevelyan remembered his own indoctrination at Lancing half a century ago. He had one or two good stories. There was, for instance, the reaction of J. P. Roxburgh when he was asked by the school chaplain to start and end a talk he was to give the boys with prayers. "My dear fellow," that august personage replied, "I could not possibly address the Almighty in public."

Then there was the occasion when the headmaster, Canon Bowdler, lost consciousness while celebrating communion and fell backwards down the altar steps. At the time, Mr Trevelyan remarked, the boys thought that this might be an example of divine intervention.

These were stories to amuse us. But it was Mr Trevelyan's conclusion that I found arresting. "As at Oundle," he wrote, "the intensive indoctrination greatly encouraged a lack of religious belief, and there is some reason to think that the public schools earlier in this century made a major contribution to the decline in church attendance. I certainly had this effect on me." And there we all were constantly being told that one of the main arguments for preserving the public

schools was that they have been among the strongest of the Faith.

Mr Trevelyan's letter was one to The Times from the National Secular Society. You guess? It was inviting Mrs Mary Whitehouse to crusade to preserve public schools. It was the end of an episode that stopped me. "Since school religion is effective propaganda for humanism," she wrote, "often asked why we want it," and remembering Mr. A's letter I could only exclaim, "But, Miss Secularist, we are concerned from hypocrisy and greed and that children should be taught all along that religion in schools that the Secular Society disliked."

Incidentally, I must add my own astonishment at the letter in The Times which said that only weeks ago a communication journal on behalf of the National Academic Association assured us that the budget for the first time in years the education budget actually shrunk.

The amount of money spent on the education of the student will fall by about 10 per cent over the next four years compared for university will be fiercer.

Teaching force in schools will fall at 46,000 after 1978, in 1980 to 48,000, and in 1982 to 49,000. This will still be 15,000 more teachers than the White Paper adds that as numbers decline after 1978-79 the size of the teaching force must be further cut.

Teachers will also feel the pinch as school need charges go up 15p to 20p in September. Higher education has received the state pay 60 per cent of the true cost of school dinners, by 1980 the subsidy will be reduced to 30 per cent.

Primary and secondary schools will be let off comparatively lightly. Between now and 1978-79, planned spending on schools will be reduced by £25m which is just under seven per cent. But this will allow a growth rate of two per cent over the next three years and fall in pupil numbers will allow extra 6 per cent to be spent on each child.

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He looks like being able to put up a convincing argument that he has done this—but at heavy expense to the universities and the polytechnics and the rest of advanced further education.

Coming, as they do, on top of a couple of years of extreme pressure on university finance, the new figures will make grim reading for vice-chancellors and the UGC. Over the next five years the number of students is expected to rise by ten per cent, while the recurrent spending is to be held down to a six per cent rise. The universities have warned in advance that they are in severe straits, and that they cannot maintain essential standards if they are pressed further. Evidently Mr Mulley thinks they can, and is determined to force them still closer to the wall.

Altogether, the budget for higher and

E will bear brunt of £18m cuts

The Government are expected to cut planned spending by £618m in 1978-79. The cuts will be spread 9 per cent less in 1978-79 than previously planned. In real terms we will be spending 3 per cent less than at present.

The cutback will start in 1976-77 when the planned budget will be reduced by £84m (already announced). In 1977-78 it will be reduced by £331m. And in 1978-79 total education spending will be only £6,024m instead of the £6,642m at revalued 1975 prices—that was previously planned.

Part of the reason for the cuts is the decline in the school population. Between 1976-77 and 1979-80, pupil numbers will fall by nearly 4 per cent. The White Paper says a further fall in the birthrate is also expected and there is likely to be a drop in the number of children staying on at school after 16.

In higher and further education student numbers are expected to go up from 1,232,000 in 1975-76 to 1,359,000 in 1978-79. This means an overall rise of 10 per cent, even though the planned number of degree students is to be only 600,000. There will now be students by 1981, instead of the 640,000 previously planned.

Planned spending on higher and further education is to be reduced by £260m in 1978-79, a cut of 15 per cent. Despite this 15 per cent cutback, current expenditure on this sector will still rise to £1,458m in 1975-76 to £1,513m in 1978-79. This represents an increase of 4 per cent.

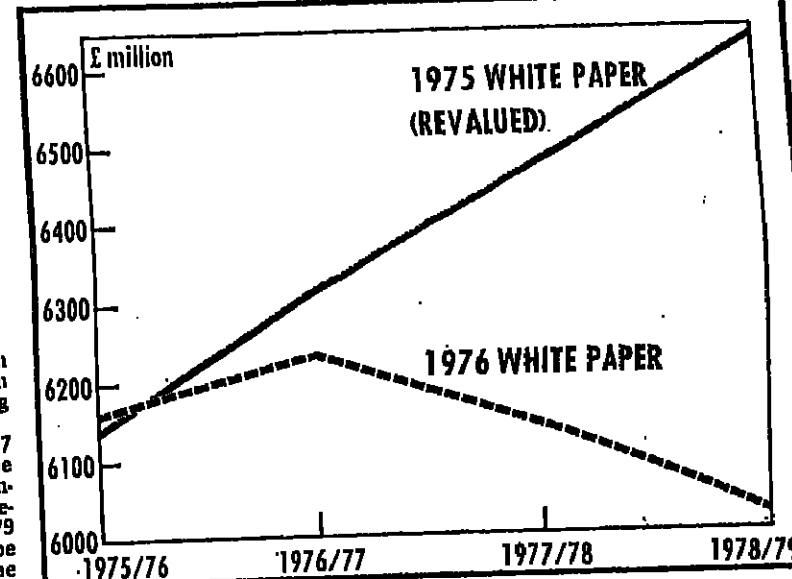
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of 6 per cent in current spending, but the rise in student numbers means spending for each student will actually fall by 4 per cent. Capital spending on higher and further education will drop from £164m in 1975-76 to £123m in 1978-79.

The new White Paper does not give separate figures for the universities, further education and teacher training after 1975-76. It is thought no decision on the share-out of funds has yet been made, but it seems likely the universities will suffer most from the cuts.

The White Paper states there will be some increase in competition for entry to degree courses compared to previous years, even though the proportion of the post-school age-group entering higher education will go up from 14 per cent to 15 per cent by 1981. It also warns that there will be "little if any scope for increasing total staff numbers after 1976-77" and emphasises the need for a "pro-actively more effective use of resources".

	Thousands	1975-76	1976-77	1977-78	1978-79	1979-80
Schools		418	459	459	459	459
Higher education		5,363	5,274	5,141	4,974	4,785
Primary pupils		3,746	3,813	3,849	3,846	3,814
Secondary pupils to age 16		549	581	607	630	654
Over 16		721	743	765	788	809
Non-advanced further education		511	516	523	533	550
Higher education		511	516	523	533	550

continued on page 3

At last the over-16s

The Government are expected to announce their long-awaited plans for 16 to 19-year-old school leavers on the eve of a special conference arranged by the Department of Education and Science next month. Philip Vennings reports page 3

Bring back part-time

The NUT plan to introduce sanctions, with a probable return to part-time education, as a protest against cuts in staffing standards in Surrey and Leicestershire page 3

A mirror to nature

Bernard Denyer reviews a new exhibition and three books on John Constable page 24



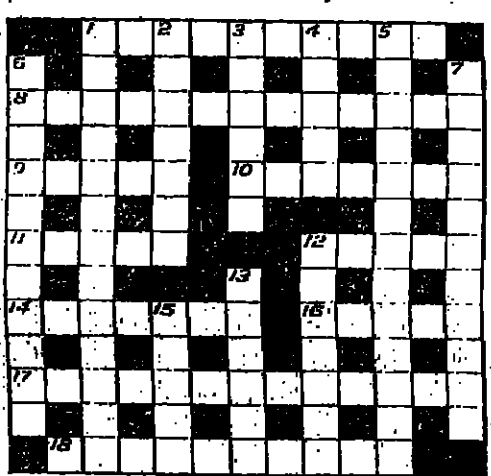
"The Government are not interested, and never have been," Lord Bullock tells participants at TES conference held to discuss the impact of his committee's report. Report by Bob Doe, comment by Stuart MacLure pages 20, 21

Resources, pages 27, 28
Anne Barton, of a new pack on Shakespeare's England; Alan Butler on careers material; Reviews on materials and equipment for reading and science; School furniture, pages 29-31
Susie Rodwell surveys furniture and equipment for student media; Anna Sproule on Kent County Council's proposals on Kent County Council's school furniture; factory Philip Waterhouse on alternatives to the traditional classroom layout.

TES Extra: Primary Books

Twelve pages of reviews and articles. pages 35-50

Crossword No 1,020



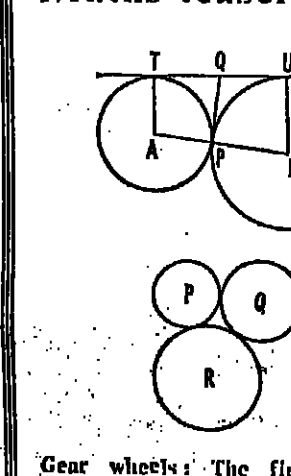
- Across**
- Inducement for dustmen to take your refuse there (7, 3).
 - Express chairs are used by this kind of physician (12).
 - Mother Christina of the Gurdian Model? (7).
 - Two below a flyover perhaps (7).
 - The trowel leads back into the city (5).
 - The usual voice of the hero (5).
 - How might you think (7).
 - Drainage display at the beginning of seven (7, 6).
 - Take your place below the addition for the percentage (10).

Down

- Without this there's no rational verse (5, 2, 6).
- Takes her B.A. in the Persian Gulf (7).
- Early aviator who came unstuck (6).
- Boy gets the cane (5).
- Former stamping ground for employers (9, 4).
- Later, caution doesn't overcome original extravagance here (11).
- Gold Cup contestant (5, 6).
- Touching piece for a musical exhibitionist (7).
- Allowances have to be made for students (6).
- Joyce's outcast (3).

Solution to Puzzle No 1,019

Maths teaser



Gear wheels: The first diagram shows two circles, centres A and B, with radii a and b, which touch at P. The tangent at P meets an exterior common tangent TU at Q.

(i) Calculate the lengths of TU and PQ.
(ii) Show that AQ and TP are right angles.
(iii) If the circles are regarded as gear wheels with m and n teeth respectively, in mesh with each other, and the wheel centre A makes r/a revolutions per minute, how many revolutions will the wheel centre B make per minute?
(iv) The second diagram shows three-gear wheels in mesh with each other. P has 16 teeth, Q has 20 and R has 24. When P rotates n times per minute, how many rotations will Q and R make? Playing with dolls: Mary and Jane were playing with their dolls. Mary said to Jane: "If I lent you three of my dolls, you would have five times as many dolls as I should have left."

(i) Show that the total number of dolls they were playing with was six or a multiple of six.

(ii) If one girl originally had more dolls than the other, how many dolls did each have? (Ten possible answers.)

Cutting up a length of wire into four equal parts, the first part is 4in long, and found to be 1/4 of the length. When cut into three equal parts, each part is 3in long, and found to be 1/3 of the length. A third wire of the same length when cut into pieces 1in long, leaves a remainder of 1in. (i) What are the two lengths of wire with which could happen?

(ii) Would there be ten pieces of other sizes?

D.B. Day

'Too busy' authorities fall down on accounts

The White Paper is expected to lay down guidelines for expansion in the community home system. At present there are 40,600 residential places. Last July the Government said 8,755 more were planned, of which they expected a considerable proportion to be secure.

Thoughtful faces at the London Primary Schools Congress in east London congress held in Stepney this week.

L.e.a. back Buckingham

by Annabel Farnham

The Conservative-controlled London Borough of Redbridge have become the first local authority to decide to offer maintenance grants to students at University College, Buckingham.

In taking the decision, the education committee also voted to pay student tuition fees up to £325. The tuition fees at present are over £1,500.

Mr John Telford, the education chairman, said that the committee were delighted to be the first to

"We endorse fully the aims of the university and are very pleased with the policies it is intending to pursue. We approve the emphasis it

lays on academic matters rather than on the social and political controversies of the day, which appear to be the preoccupation of some universities."

He thought it unlikely that the

►

...their equivalents in the educational business. Second, the proposal has come from the NUT, presumably on the expectation that it will be taken seriously. Thus, they must have had more in mind than simply a desire for yet another series of meetings at the end of which the

from and what they live for. It is certainly worth

Bill was a giant leap forward end of their independence in educational matters.

[illegible]

Secretary of State and not, he said, because it marked the end of their independence in educational matters.

The winner will receive £50 and the three runners-up £50 each.

Case of the wandering words

by Mark Vaughan

A Government Minister was this week accused in the House of Commons of deleting something he said during the first session of the committee stage of the Education Bill last Thursday from the official report.

The committee, who are expected to continue their sittings on Tuesday and Thursday mornings for at least another two months, are still debating Conservative amendments to clause 1.

Mr George Gardiner, Conservative MP for Reigate, said on Tuesday that a crucial sentence on selection which he said had been spoken by Mr Gerry Fowler, Minister of State for Higher Education, last Thursday, did not appear in the official report.

"The Minister did say that he did not oppose some form of selection for a minority," Mr Gardiner asked if it was in order for the Minister to excise that reference.

Mr Fowler jumped to his feet in anger and strongly denied that he had done any such thing. "I repeat very much the slur on my character which the member is trying to make," Mr Fowler said he had not tried to have the report changed, and went on: "The first time I saw the report of what I said last Thursday was when the official report arrived at my home."

Mr Norman St John-Stevens, Opposition spokesman on education, science and the arts, said: "I certainly do recall the Minister saying I—I made a note of it at the time because I was surprised to hear it. He said: 'We do not oppose a form of selection for a minority.' Alas! On examining the official report, it is gone!"

Mrs Joyce Smith, Labour and Cooperative MP for Harrogate, Wood Green, and chairman of the committee, said there would be no investigation into reporting of the committee at this stage.

Mr St John-Stevens asked that since the Conservative members had made this comment on selection, would the Minister now put the

words into the official report? "Certainly not!" said Mr Fowler, and this particular discussion was closed by Mrs Butler, who said the debate was a slur on the official reporters. "We have the Minister's assurance that he did not say it, we have to be satisfied that the report is correct."

Earlier on Tuesday, Dr Keith Hampson, Conservative MP for Ripon, described the Government's Bill as doctrinaire and "flouting public opinion". He said parents' wishes must be listened to—this was the spirit of the 1944 Education Act. Both Conservative and Labour MPs, he added, had agreed before the 1944 Act was passed that the views of parents were of "paramount importance". The present Conservative amendments, said Dr Hampson, revolved around "diversity of provision and respect for the wishes of parents".

"This is a stultifying, narrowing Bill. There are differences between schools and there should be some choice available to parents within an area (so they can decide) on what they feel is suitable for their children or because the children themselves have opted for something different."

Dr Hampson denied Mr Fowler's suggestion that the Conservative Party found comprehensive schools acceptable in middle-class areas, but wanted to maintain a selective system in working-class ones.

"I am not saying that at all, but in this situation one must have a flexible approach. You must have one school out of four or five in the area providing courses of a decent standard, a school with specialisms, but to which children in the other schools could transfer."

Mr Peter Morrison, Conservative MP for Chester, told the committee his side were fighting the Bill because it eroded parental choice. Miss Joan Lester, the Under Secretary for Education, asked him how the children would be allocated to the few grammar schools he would like

to see remain. Mr Morrison said it would be by selection, but voluntarily.

Miss Lester commented: "That is not parental choice, but choice by selection by examination. You are not defending parental choice, but the choice of some parents to put their children through an examination."

Mr Fergus Montgomery, Conservative MP for Altrincham and Sale, reminded the committee that his own local education authority, Trafford, was one of the "vociferant" authorities. If the Bill went through, they would be forced to produce a comprehensive scheme which would merge schools two and three miles apart. "If we are going to have comprehensive schools then we have got to have post-compulsory schools. If there is no money, then there will be botched-up schemes."

Last Thursday Mr Fowler told Mr St John-Stevens that an Opposition amendment to the Bill which sought to protect Sections 8 and 76 of the 1944 Education Act was unnecessary, as the new Bill did not conflict with the Act.

The Government were taking parents' wishes into account, but "we believe that the rights of children take precedence over the rights of parents". It was not one, for an parents wanting one type of secondary education, and then change their minds when local people changed their point of view a few years later.

Sir George Sinclair, Conservative MP for Dorking, said many parents felt that they were being trapped into sending their child to a neighbouring school. The Government plans to go comprehensive would cut the variety of schools, remove parental choice and do a "grave disservice" to education generally.

Mr Martin Fennerty, Labour MP for Sheffield, Hillsborough, argued that it was inevitable that many of the elitist concepts embodied in the 1944 Act would have to change, in particular that of secondary modern and grammar schools.

Parliament 48,000 men in primary schools, says minister

It was estimated that about 2,000 men and about 10,000 women took up their first full-time teaching appointments in the maintained primary schools in England and Wales at the beginning of the current school year, Miss Joan Lester, Under Secretary for Education and Science, stated in the Commons.

She was replying to a series of questions by Mrs Audrey Wise, Labour MP for Coventry, South West, about primary and infant school teaching, particularly by men. Miss Lester said the estimated total number of students on courses of initial training for teachers at colleges of education, polytechnic and university departments of education in 1975, was 103,200, of whom 28,800 were men and 74,400 were women.

Of these about 3,500 men and 35,900 women were training to teach children in the primary age range and a further 10,600 men and 20,200 women were preparing to teach children aged mainly between nine and 13.

On September 30, 1975, there were about 217,000 teachers (including the full-time equivalent of

part-time teachers) employed in primary schools. About 10 per cent of the teachers were men.

The number of men in primary schools was 12,238 in 1973-74 and was 12,238 in 1974-75. In the same years, the number of women was 103,200 and 103,200 respectively.

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AS slam the hard-liners

There was no way of preventing a new body from being dominated by union interests. But when it was discussing political matters, it was right that the union viewpoint should be made known.

Mr Casey also criticized the NUT for being short-sighted when it rejected the Weaver Report's recommendation for a teachers' council. In the 1960s there had been a direct clash between the DES which was committed to the rapid increase of teacher numbers and the unions which were against reckless expansion.

The arguments about the quality and the quantity of the teaching force would have been avoided if the recommendations of the Weaver Report had been adopted, Mr Casey maintained.

Giving evidence later the newly forming National Association of Teachers in Further and Higher Education (NATFHE) attacked the DES for failing to take the initiative over 16 to 19 year olds.

Mr Jack Mansell, former president of ATTI, said that the DES had seen its role in further education mainly as controlling spending. It thought that over the years further education had been adequately funded. But this approach was complacent.

Mr Bill Boden said that the DES had failed to take the initiative when opportunities had been presented. There had been growing pressure to do something about 16 to 19 year olds, but when the Industrial Training Act was passed the DES seemed content to let others do the job.

Kealey's £220m package posts jobs for the young

though young people have not got the lion's share of most special measures to combat unemployment, well over 100,000 of them are likely to be helped by the £220m package.

Under the plan, the Government will fund the training of 100,000 young people in the next three years. The total number of training places created this year (starting in April) is expected to be more than 70,000, of which 15,000 are specifically for young people.

There will be a substantial increase in the number of training places for young people in the next three years. The total number of training places created this year (starting in April) is expected to be more than 70,000, of which 15,000 are specifically for young people.

Another £30m will go to the job creation programme, which also concentrates on young people. This will produce another 20,000 of these will go to young people on existing schemes which end in the autumn.

An extra £55m has been allocated to the Manpower Services Commission to provide an extra 30,000 to 35,000 training places from August. About £45m will go to first-year apprentice training and the remainder will benefit second-year apprentices who have not yet found jobs and schemes to give training to operatives.

side which benefits firms planning to lay off 10 or more workers. All these will help create more jobs indirectly.

But the principal measures aimed specifically at creating jobs or increasing training will continue to give priority to the young. The recruitment subsidy for school leavers will be extended to cover those who left at Christmas and are still without jobs. The subsidy of £5 a week is paid to employers taking on extra school leaver. So far 18,000 leavers have benefited at a cost of £1.8m.

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Will it be decline and fall for baby-boom?

total school population under 16 will start to decline after next year and will continue falling at least until 1988. This is made clear by the latest figures from the Department of Education and Science.

The big question worrying planners is whether this long period of decline will suddenly be replaced by a baby boom. One of the main reasons for the drop in the birth rate so far is that newly married couples have put off having children.

If, as the planners believe, it is only postponement and not cancellation in the birth rate. But the upsurge in the birth rate has been predicted since 1964, education planners now know (following a little leeway because of migration) that the school population will fall well into the 1980s. At the

moment the bulge before 1964 is still working its way through secondary school while primary rolls are falling. After next year the latter will increasingly offset the former.

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Bridging the credibility gap

University tutors and school teachers should exchange jobs every year to make sure that post-graduate students are properly trained for their full-time work teachers from schools for periods of from one to three years. More recently, the director of Oxford University's department of educational

judges says it makes little sense to plant teachers permanently inside education departments in universities. Writing in the latest issue of the *Higher Education Review*, he

Some, of course, will maintain that teachers and their credibility in the eyes of their own students,

above all as teachers; but they will have a hard task.

"Departments could use some of their appointments to incorporate into their full-time work teachers from schools for periods of from one to three years. More recently, the director of Oxford University's department of educational

judges says it makes little sense to plant teachers permanently inside education departments in universities. Writing in the latest issue of the *Higher Education Review*, he

Proud of overseas students

Mr Gerald Fowler, Minister of State for Higher Education, gave no indication of the fees to be charged to overseas students at universities and other higher education institutions when he replied to a short debate.

Mr Anthony Kershaw, Conservative MP for Stroud and a former junior minister in the Foreign and Commonwealth Office, said British already discriminated against overseas students by requiring them to pay higher fees. There was said to be some bitterness in universities at a figure of £2,000 a year.

There was a substantial increase in the number of training places for young people in the next three years. The total number of training places created this year (starting in April) is expected to be more than 70,000, of which 15,000 are specifically for young people.

Education was one of the most enduring and best forms of aid Britain could give to the developing world.

Mr Fowler said he hoped there was no bitterness in universities. The number of overseas students

had shown a dramatic increase in recent years and some were heavily reliant on certain special areas.

The percentage of students who came from 11-15, much higher than the fact that they wanted to the United Kingdom. The factor of which they were proud rather than resentful.

Last year over 60,000 students were in British education costs in 1975 in order of £1,000 net, and a figure of £2,000 a year.

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Education was one of the most enduring and best forms of aid Britain could give to the developing world.

455,000 teachers next year

The Advisory Committee on the Supply and Training of Teachers are to review teacher employment for the next decade in the light of the economic situation and the falling birthrate, said Miss Joan Lester, Under Secretary for Education and Science, in a Commons reply to Mr Eric Moonman (Basilston, Lab).

She said that the number of qualified teachers in the maintained nursery, primary and secondary schools in England and Wales in March, 1977, was expected to be about 455,000. This included teachers seconded for in-service training courses.

Mr Norman St John-Stevens, chief opposition spokesman on education, asked if the Secretary of State would accept teaching service in non-maintained, but otherwise fully recognized schools as qualifying for the probationary year. This was because newly-qualified teachers, especially at primary level, had difficulty in finding jobs in

schools. Miss Lester said that as a qualified teacher was under statutory regulation applied only to maintained schools, outside schools would be taken into consideration when deciding a teacher's subsequent period in a maintained school should be shortened or waived.

Mr Keith Hampson (Barnes) asked how many teachers were in places where there was a policy of retention for the foreseeable future in 1981.

Mr Gerry Fowler said there were 2,745 places in 1973. Progress already agreed or in an advanced stage of negotiation for many polytechnics and further colleges involved would be 11,500 further places by 1981, and would be 14,500 under various places in polytechnics.

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Questions

Miss Joan Lester rejected a suggestion from Miss Audrey Wise (Coventry, South West, Lab) that legislation should be introduced to make it illegal to forbid boys of certain age-groups to wear long trousers during the winter and to forbid girls to wear trousers, in the light of present economies in school heat.

Miss Lester said such matters were more properly for sensible local decision. Book clubs.—Mr George Gardiner (Reigate, C) asked the Minister to look into children's book clubs selling guidance to headteachers. Miss Lester said this was a matter for the local education authorities and schools.

Vocational training.—Mr Harold Walker, Under Secretary for Employment, said the Government hoped to make a policy statement on

vocational preparation for people within the next few months. He said that the Government would be reached on a grant for adult literacy courses in the coming year. Mr Fowler said they hoped to make an announcement shortly.

Student grants.—Mr Fowler, Minister of State, said he expected the results of Lord Cope's inquiry into the latest issue of the *Higher Education Review*, he

Some, of course, will maintain that teachers and their credibility in the eyes of their own students,

above all as teachers; but they will have a hard task.

"Departments could use some of their appointments to incorporate into their full-time work teachers from schools for periods of from one to three years. More recently, the director of Oxford University's department of educational

Overseas students face drastic ILEA cuts

The Inner London Education Authority were expected to decide this week to cut back the number of overseas students in their 32 colleges.

A plan to reduce the proportion of foreign students from the present level of about 25 per cent to 10 per cent by 1982 has been drawn up and a standard from next September is proposed.

A report to the authority's further and higher education subcommittee says there are 8,400 overseas students now. These would be cut to 3,400 in six years' time.

About a quarter of all further and higher education students abroad—except those in universities—are at inner London colleges. They cost about £14.5m a year against which must be set the £2.2m fees they themselves meet.

Mrs Janey Rees, chairman of the subcommittee, said this week that the current economic circumstances there had to be a limit to the resources provided for overseas students. The provision of courses for London's own young people had to be the overriding priority.

"The cost of overseas students is heavily subsidized by ratepayers—a point which I have already made to the Department of Education and Science and the Ministry of Overseas Development—and we as an authority can no longer carry an ever-increasing financial burden", she said.

A consultative paper accompanying the report states: "Despite the central government contribution, the cost of educating overseas students is subsidized to a considerable extent from the rates and the arrangements do not operate favourably for inner London."

"It is felt that this rate-borne subsidy is in fact a form of aid which should be met centrally."

In one London college over 80 per cent of the students are foreigners. Another seven colleges have over one third of overseas students who are defined as those who normally live abroad or who have not been resident in this country for more than three years.

A symposium on increases in fees for overseas students was held yesterday at the London School of Economics.

SPECIAL ANNOUNCEMENTS

The Maidstone Remedial Panel presents its 1976 EXHIBITION OF MATERIALS FOR SLOW LEARNERS

Wednesday 3rd March from 10 am to 7 pm
Thursday 4th March from 9 am to 6 pm

at Kent Hall, Corn Exchange
(Behind W. H. Smith & Son Ltd., High Street, Maidstone.

Following the outstanding success of last year's exhibition on the same theme, it is intended to increase the scope of this exhibition to cover the needs of retarded as well as slow-learning children. It will continue to focus upon materials for infant, junior and secondary school pupils, and will again be primarily concerned with literacy, numeracy and language development.

The publishers who will be exhibiting will include:

- | | |
|----------------------------------|-----------------------------|
| Addison-Wesley | Hart-Davis Educational |
| E. J. Arnold | Holmes McDougall |
| Autobales Learning Systems | Hutchinson |
| Basil Blackwell | Hulton Educational |
| B. T. Batsford | Invicta Plastics |
| Ernest Benn | Longman Group |
| A. & C. Black | MacDonald Educational |
| Blackie & Sons | MacMillan Educational |
| Cassell & Collier-MacMillan | Melhuish Educational |
| W. & B. Chambers | Mills & Boon |
| Collins Educational | Thomas Nelson & Son |
| J. M. Dent | James Nisbet & Co. |
| Drake Educational Associates | Oliver & Boyd |
| Edward Arnold | Oxford Educational |
| ESA Creative Learning | Oxford University Press |
| Evans Bros. | Pan Books |
| D. A. Finsinger Ltd. | Penguin Books |
| Four to Eight | Phillip & Tacey |
| James Galt & Co. | Rank Audio-Visual |
| George Philip Alexander | Routledge & Kegan Paul |
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Dual use in practice: the school library is also the district library at the Abraham Moss Centre, Manchester.

Now take your partners

by Mark Vaughan

A major local government report says local authorities should allow their buildings, particularly schools, to be used more widely by the community.

The report, to be published soon, is the work of a joint working party of representatives from the Association of County Councils, the Association of Metropolitan Authorities and the Association of District Councils. It concludes that cooperation between two or more authorities, and dual or multiple use of buildings "have much to commend them at any time, and especially at a time of severe economic restraint".

With falling school populations, local authorities should realize that spending scarce sums of money on "small extensions" of existing buildings (and other facilities) could allow greater recreational use by the community. "Indeed such schemes may represent better value for money, especially as a social investment for the community in a particular neighbourhood, than large single purpose leisure centres."

The working party, which was set up in 1974, also want the first ever national study on joint provision and dual use. This is to be made by the National Foundation for Educational Research and the Sports Council, in conjunction with Inspectorate. The three local authority associations should also have discussions with the Arts Council to see what the council are doing with local authorities in this field.

All local authorities should at least consider joint provision and

dual use and issue a clear and detailed policy statement.

The report points out, however, that authorities implementing such policies, particularly the extended use of educational buildings, will have to spend some money to make them properly available to new users. This money would be best spent (and the social benefits greater) if different authorities integrated the planning of their social policies.

It goes on: "Nor should joint provision be confined to larger schemes based on secondary schools. Small schools can and should be modified so that they may be the hub of community activity. The present limitations of financial resources makes it all the more important that there should be no wasteful duplication of facilities."

The clear message is that as far as educational buildings are concerned, they can no longer be considered the preserve of teachers and pupils. However the report warns that opening the gates to the community is not as simple as it may sound.

Wherever joint provision and dual use is contemplated, it is essential to the success of the policy that the authorities should have effective inter-authority and/or inter-departmental working arrangements. Members and officers must provide a lead by their own confidence and good will so that the venture has the support and confidence of the staff, members and public who are to be involved in the scheme.

Joint provision so far has been governed by the mutual determination and will of partners to overcome the "many, but not insurmountable" difficulties which hinder

schemes of partnership. An extremely important aspect has been the principle of member and officer partnership.

"There are, however, other factors, all significant, in the development of joint provision and dual use, such as the nature of the demographic trends in an area; the extent of its social needs; the availability of non-key finance; the degree of coordination in the authority's thinking; the design of existing buildings and their original purpose; the organizational arrangements within and between authorities and the flexibility of thinking and enthusiasm between departments."

Great emphasis is laid on creating mutual trust and confidence between the people involved in these schemes. Once this "climate of confidence" is achieved, says the report, "many of the problems... melt away and the majority of those remaining can be successfully overcome."

For example, criticism directed against caretakers is frequently based on ignorance of exactly what their job entails. The report suggests that caretakers are unfairly cited as the major obstacle to new or increased dual use of educational buildings.

Among the solutions which various authorities have used successfully to meet the problems of increased use of buildings by the community are: shift systems of caretaking and cleaning; adopting a paraprofessional role for caretakers; using primary school caretakers in large secondary schools and colleges; and employing commercial cleaners at night.

Pay: we're special, say dons

University dons put in a last-minute plea to Mr Gerry Fowler, Minister for Higher Education, to be treated as special cases before the White Paper plans to cut public spending were announced this week.

The Association of University Teachers submitted a memorandum, pointing out the difficulties universities have had to work under and the contribution they make to the country.

The AUT say although they recognize the Government's economic difficulties, there must be firm planning. That includes a sound salary structure so universities can pay competitive rates and a return to the "historic staff-student ratio of one to eight".

The association also want a proper mix of teaching and research and help against inflation.

The memorandum says some savings could be made in higher education. The association have started talks on rationalizing subjects and supplies and are willing to look at other ideas.

"The AUT accept that there are cases where buildings could be more fully used but this requires short-term finance to save a great deal more in the future."

University administration is as good as, if not better than, that

which occurs in any sector of public or private enterprise and no public sector budgeting could be more appropriate. However, an examination should be made to see whether administrative rationalization should not take place in some areas."

Some suggested economies will not work. For example, more students staying at home would not save money, as it would generate demands for better libraries and would also cost more to administer.

Professor Bill Wallace, chairman of the association's education and development committee, said this week: "Universities make a vast contribution to the health and well-being of Britain in the highly skilled manpower they provide of use to industry, agriculture and community services."

"The increasing number of applications from intending students shows that young people are voting for the universities with their feet. More and more independent tributes have been paid to university research."

"Ministers too have been generous with their praise; but government funds and discriminated against university teachers' salaries."

"It is time for those in power to match their words of approval with deeds of firm support."

A teacher's lot is not a happy one

by Stephen Cohen

Teaching is becoming less attractive for graduates of Newcastle University, despite last year's big pay rises, according to a report from the university's careers advisory service.

Applications for a one-year post-graduate certificate training course fell last year for the third year running, the report says. Only 193 of the 1,405 successful graduates enrolled for the course last year.

In 1974, 217 out of 1,517 students took up training. In previous years as many as one-fifth of new graduates opted to enter teaching.

The report says the fall-off in interest was partly due to stories of economics and teacher unemployment. But these were not the only factors.

"While the theorists enthusiastically continue their paper battles (about comprehensive reorganizations, selection, streaming, generalist or specialist teaching, social engineering, structure of examinations, etc) the great bulk of classroom practitioners give the impression of trying to do as good a job as changing circumstances allow."

The potentially interested undergraduate does not get any great sense of enthusiasm for whatever the educational fashions are. "Nor can we ourselves, in all honesty, say that our frequent visits to schools

provide us with evidence of a confident teacher enthusiasm. We gain a cautious hopefulness, sometimes faintly of the second-hand."

Prospective teachers "things are not quite what they have been" despite our increasing interest in getting on the ground. Through the complexities of university administration and near-remedial and lower in the school than both in the same report says that although advisory service makes a remarkable how many remain unconvinced.

They no longer see teaching as a worthwhile or worthy career. Rather they see it as a frustrating and frustrating to allow the obstacles to allow a real purpose."

But for those students who have no evidence of unemployment. Of the available for work, in nine of them outside

On the road for the OU

The Post Office, facing a deficit of millions on their postal services, have lost a lot of the business of a valued customer, the Open University, to Roadline UK Ltd, formerly BRS Parcels.

The Open University confirmed this week that it is sending large packages of course material for 55,000 students, worth about £150,000 a year by Roadline.

The university decided to send some students enough material for several weeks at a time as an economy. The GPO refused to give a special rate for bulk deals.

Roadline's rate for delivering a

package of up to five books anywhere in the UK was 52p. The GPO rate is 48p for one kilo, 60p for two kilos, and 75p for up to five kilos.

Mr Tom Roberts, the university's manager of postal services, said the loss was still spending much more with the Post Office carrier.

A GPO spokesman said the Post Office provided a service. "We have to take letters and 22 million addresses to other operators can

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The National Theatre will, from 16 March, give public performances in its new home on the South Bank. Of the three theatres there, the Lyttelton opens in early summer.

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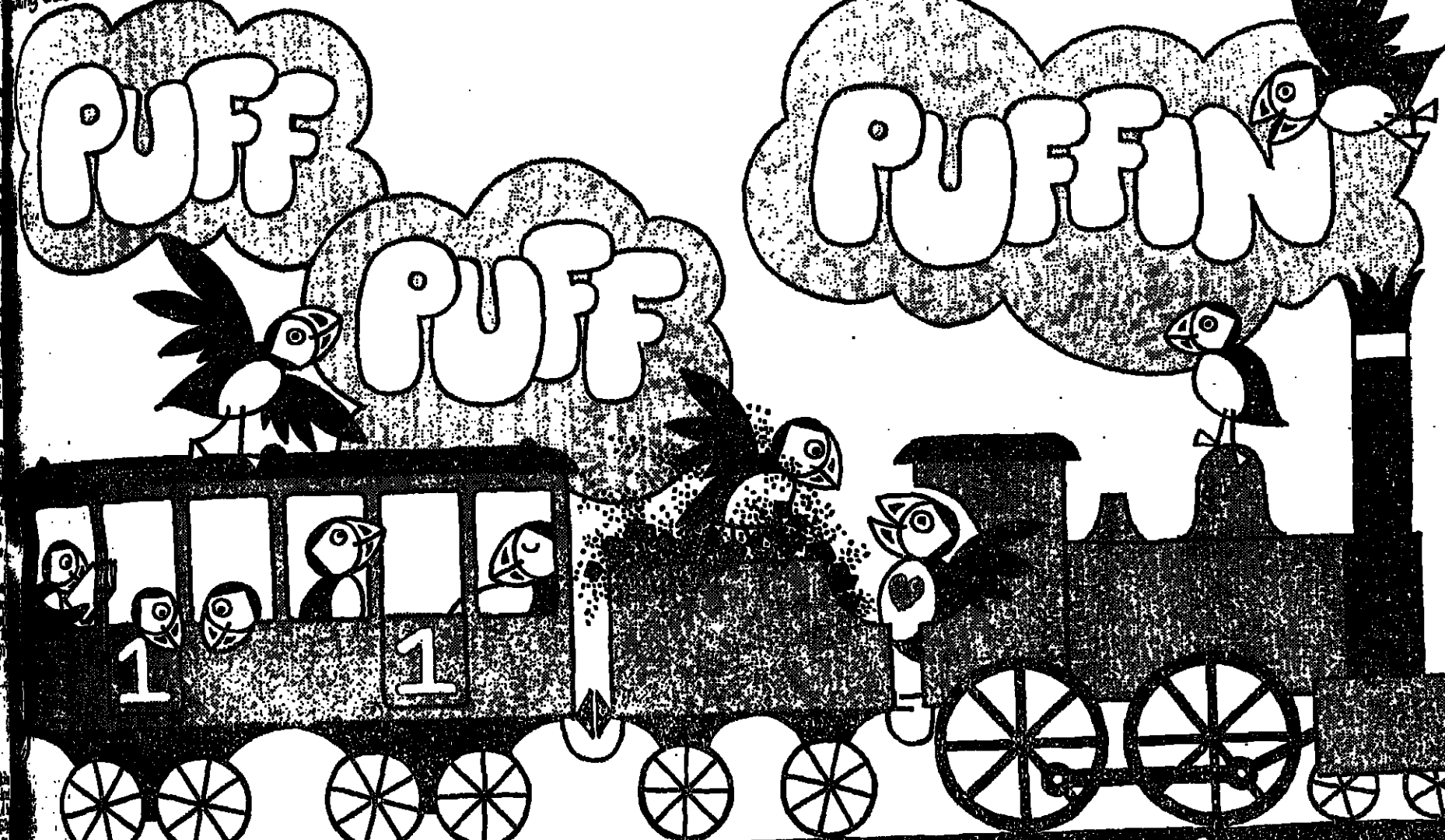
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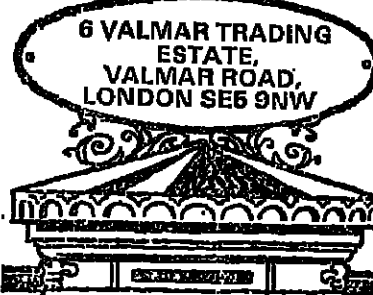
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The kit was produced for the Keep Britain Tidy Group following the publication of the report

"Children and Litter" by Cherry Maras, Brighton Polytechnic. Report available from the Keep Britain Tidy Group—price £1.75 plus 30 p. & p.





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York special runs fast to success

by Mike Duckenfield

Fears that housing the new National Railway Museum at York rather than in London might make it merely an out station of the Science Museum have been proved to be unjustified.

In the 15 weeks since it opened — on the 150th anniversary of the inauguration of the first steam passenger service between Stockton and Darlington — the new museum has had almost 600,000 visitors, one and a half times as many as saw the two previous British Railway locomotive collections in a full year.

It has been a highly successful and unexpected start for a museum which many thought would be lost "in the sticks". Indeed, it took Parliament five years to decide between York or Clapham.

Not surprisingly, it has been a runaway success with both pupils and teachers. More than 200 schools, from as far away as Somerset and Dorset, have sent pupils.

About 3,000 children have attended talks in the 72-seat lecture theatre, with a similar number at lunchtime lessons. More than 2,000 have been on gallery tours and another 1,000 have had study sessions in a specially-converted railway carriage.

This volume of demand in the off-season has taken the museum's 70-strong staff by surprise, not least the education officer, Mr David Jenkinson, and his schools assistant Mr Dick Hanson.

Already they have had to learn some rapid lessons about their job. One is that many teachers misread the museum. Mr Hanson said: "Only a minority of teachers really know why they come here, or what to expect. Although some have prepared questionnaires or other tasks for their pupils, others just come for a day out and let the kids run riot."

Teachers should try to visit the museum first to get the feel of the place and see what is on offer. If this is not possible where long distances are involved, they should still have a clear idea of what they want to do. "Above all, the museum should not be considered as part of a 'do York in a day' tour. There is simply too much to see both here and in the city."

It is a point worth emphasizing, as York has been a favourite choice for school day-trips since a time when the city was hardly aware of its tourist potential. Now, with the minster, city walls and medieval

streets supplemented almost yearly by other sights, including the underground museum and a heritage centre opened last autumn, the city attracts several million visitors every year. Tourism has now outstripped confectionery as the major local industry.

Apart from the obvious attractions at the railway museum, such as the 126 mph record-breaking locomotive Mallard and the appropriately named Evening Star, the last steam engine built by British Rail in 1960, there are 21 other locomotives arranged around the twin tunnels of the former depot which forms the main hall.

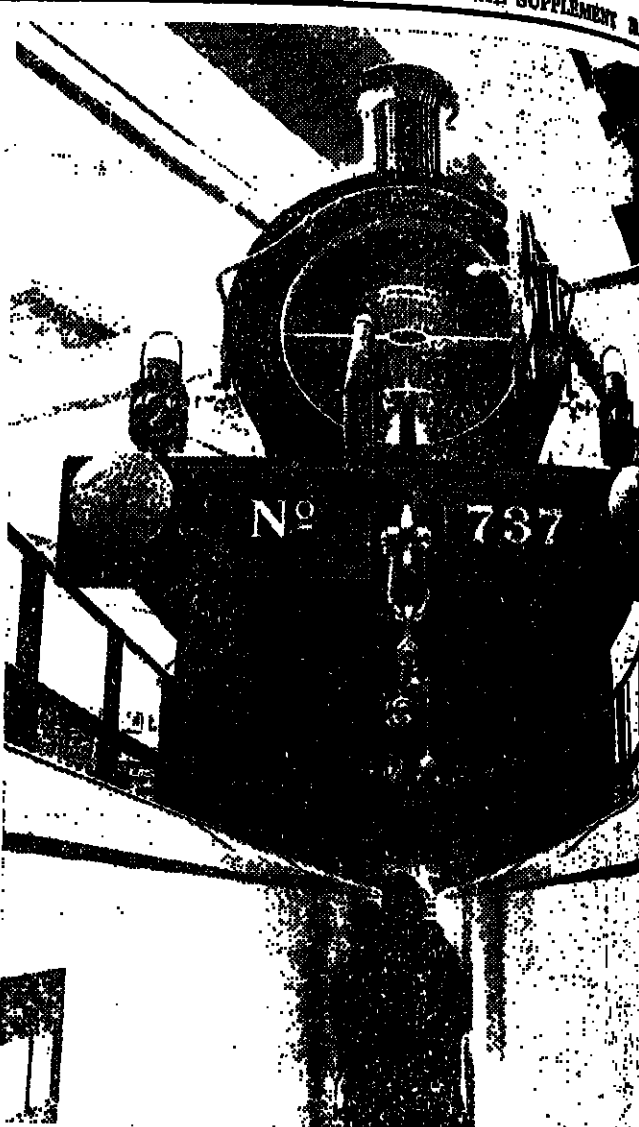
There are also four royal coaches, including those of Queen Victoria and Edward VII, in the collection of 19 carriages. Other exhibits include winding machines for hauling trains up steep inclines, engine nameplates, hand-operated technical devices, such as piston valves, and a signalling display which is one of the best in Europe.

Two galleries house railway-inspired paintings, modelled platform and hotel staff in period costume and other railwayana, and a series of showcases which tell the story of rail transport. There is also a library with more than 100,000 technical drawings, an exhibition room and cafeteria, as well as the lecture theatre and study coach.

For schools the main emphasis is on talks for children aged eight and upwards and gallery tours for groups of up to 20. Thirty pupils at a time work in the study coach. Although the museum concentrates on steam locomotives, Dr John Colley, the museum's keeper, wants to get away from coaches and the Mallard. He hopes to acquire a mainline diesel engine soon and would welcome the prototype of the advanced passenger train when British Rail have finished with it. He would like to show some of Britain's present achievements, especially the growth of rapid transport systems.

The museum also traces purely historical concerns, such as British railway engineering abroad. And there are some pressing needs — like microfilming the large stock of old technical drawings or relining part of the reserve collection in order to make it more accessible.

But, in the end, the past is relative. As Mr Hanson says, most school pupils today have no memories of steam at all.



Illuminated inspection pit under South Eastern and Chatham line 4-4-0 No. 737 (top), and Mr Dick Hanson showing children the Queen Alexandra's coach.

APT urge action on pensions

The Association of Polytechnic Teachers have joined most of the other teacher unions in attacking pension schemes in education.

The APT, who represent about 3,000 lecturers, have asked Mr Fred Mulley, the Education Secretary, for a committee of inquiry. They say the administration of the present scheme is complex and costly. It also represents more taxation, since the amount collected by the Government from teachers is always more than that paid out in pensions.

"The teachers' scheme compares very unfavourably with that of civil servants in the UK or with teachers in other Western European countries," say the association.

Other teacher unions have already criticised the scheme. The APT, pick on the same point that the pension contributions, together with the employers' share, is always millions of pounds more than pension benefits.

In 1974 the excess of contributions over benefits was £76.5m. In 1971 it was £1.4m.

Science shortage threat

The shortage of good science and mathematics teachers threatens industrial development, according to the Institute of Electrical Engineers. Their engineering policy board have just issued a response to the Science Research Council's recent report, *Postgraduate Training*.

The board endorse the concern expressed in the report "at the present difficulties of attracting good scientists and engineers into the teaching profession. This is a serious and far-reaching problem affecting adversely the future development of technology in the

United Kingdom."

Postgraduate training is essential, the SRC should increase grants of postgraduate working grants of importance. The engineers agree with this but the extra should be more than £300 maximum proposed.

Where they put "strongly" the SRC is over the statement that research-trained postgraduates of limited value to industry. There are too many of them, are also cool towards the new degree, doctor of technology studies.

Support for the 16-plus: pupils' interests say ILEA

Inner London Education Authority have come out in support of the Schools Council's proposals for a common system of examining 16-plus to replace O levels and

a report to the schools submitted this week. Dr Eric Milne, the education officer, said the dual system was "inappropriate to present needs and liable to perpetuate divisiveness in education, confusion in the mind and practical and institutional difficulties in

common examination at 16-plus would cover the same range of ability as the two existing examinations. "In the best interests of the students in secondary schools, colleges of further and higher education", it should be called the Certificate of Education.

The ILEA also agree that the examination should be administered by a common 16-plus examination board, and that the structure of examining bodies built on the existing administrative structures.

A spokesman for the association, who represent 2,000 heads in different types of secondary school, including comprehensive and independent, said they favoured the scheme put forward by the GCE

between existing CSE and GCE boards. The council made no firm recommendation on this. The ILEA say "further consideration in the light of more recent statistics, costs and availability of resources" is needed.

The authority suggest that the most economical way would be through a structure put forward by the Schools Council staff. Under this plan, they claim, most boards would retain some responsibility for examining at 16-plus and the 17-plus Certificate of Extended Education, but not all.

They also accept the Schools Council's recommendation that grades should be determined by the quality of work done rather than on the basis of statistical distributions. There should be three modes of examining with opportunities to mix them.

The Headmasters' Association have given their "general support" to the common 16-plus examination and the CEE, though they say these require "a satisfactory superstructure of examining bodies built on the existing administrative structures".

A spokesman for the association, who represent 2,000 heads in different types of secondary school, including comprehensive and independent, said they favoured the scheme put forward by the GCE

examining boards. They do not want "the invention of a completely new structure that does not take into account the present expertise".

Costs of the 16-plus proposals should be spelt out in terms of money, manpower and time, say the association. The Schools Council have done the costings but they have not been published. The association also want the development costs of the new system calculated, and before any decision is made these should all be published.

Most history teachers accept the new 16-plus, but not always because it is desirable. Some see it as inevitable, according to a report on a two-day seminar for history teachers published by the Cambridge Institute of Education. The report says there was a strong feeling that the new examination should be "firmly grounded in the schools". Teachers favoured shift from traditional GCE-type examinations to those similar to CSE Mode 3. As well as the inclusion of course work in assessment, the history teachers looked forward to an oral in the new examination. *Examining History at 16*. From the Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX, 25p.

Dual system of exams a 'nonsense'

The dual system of examinations at 16-plus was a nonsense and should be replaced by a single exam like the Certificate of Extended Education, said Mr Walter Roy, head of Hewett School, Norwich, last week.

He told a meeting of Essex teachers at Colne High School, Brightlingsea, that this would fit in with philosophy of the comprehensive school.

Mr Roy, who is chairman of the council of the East Anglian Exami-

nation Board and a member of the Schools Council and the NUT executive said: "If anyone were to devise a system of examinations today, it would be nonsense to make two different examinations. We are the only civilized country in the world that has two systems."

It was time for a change. The new examination would have modes like the CSE and would relieve teachers of the pressure of deciding whether O level or CSE should be taken.

It would not cover in one paper

the whole range of abilities, but "it would fit in with the philosophy of the comprehensive school, which has a commitment to the ablest as well as the least able."

What Black Paper writers tended to overlook was that voluntary staying on by thousands of youngsters built up the CSE system. With the raising of the school-leaving age, there was the "advent of the new sixth form." The CEE would be admirable for those who wished to stay on for one year only rather than for two to take A levels.

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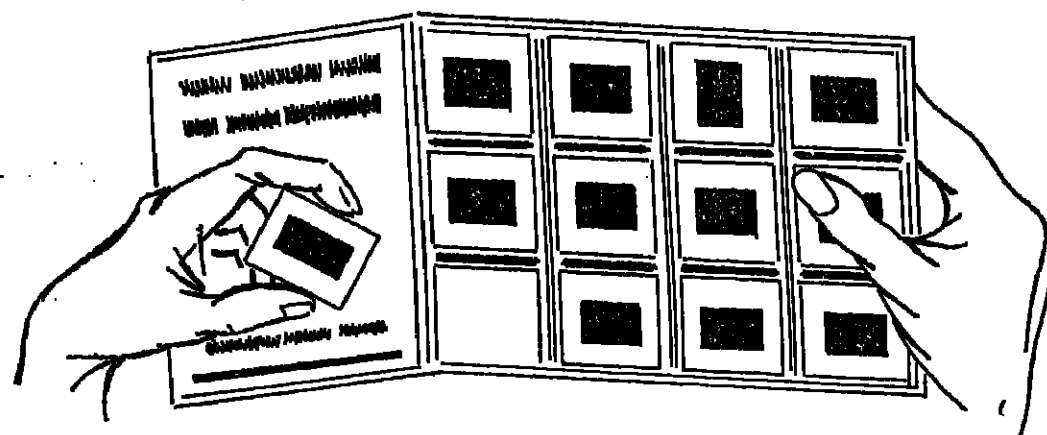
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Better communication needed, handicap conference decides

by Jane Headley

While a great deal is already being done to provide a reliable support network for parents of the mentally and physically handicapped, existing community services could be much improved, delegates at a conference on the handicapped decided last week. Communication between the professional helpers themselves and parents and professionals was also criticized at the conference, which was organized by the Institute of Mental Subnormality.

At the conference, held in the Megon du Boisson Handicapped Complex in Walsall, social workers, teachers, parents and members of the medical profession discussed ways of helping the handicapped through the family.

One of the difficulties often facing parents of the handicapped was that they had no norm by which to judge their child's development. Mr. W. Baldo, a divisional children's officer for Dr. Barnardo's and himself the father of a mentally handicapped child, told the conference:

"Parents of a handicapped child soon get lost when there is a breakdown of the normal framework of development. They have nothing by which to measure their child and need someone to act as a central information point", he said.

"Children are often collected from home and taken to school by coach and there is little opportunity to meet other parents", he went on. "And the whole business of informal communication that normally happens between school and home when a child goes to school, is completely absent in the case of a mentally handicapped child."

For community services to be effective, professionals must be pre-

pared to adopt a multi-disciplinary approach, Mrs. S. J. H. Hattersley, clinical psychologist, told the conference. She said that psychologists, social workers, teachers and other professionals should have a precise terminology of their own. This creates a barrier to communication that obscures rather than clarifies the issues.

Mr. Laurence Tennant, John Hattersley, clinical psychologist, told the conference that he and his colleagues at the Institute of Mental Subnormality were currently engaged in a project to help parents understand their child's problems and also demand a primary approach.

Groups of parents met at a school attended by a severely handicapped child, to help them understand their child's problems and also demand a primary approach.

"The whole approach to the handicapped child is in a state of confusion," he said. "We need a common language and a common framework of understanding."

Mr. Tennant said that he and his colleagues were currently engaged in a project to help parents understand their child's problems and also demand a primary approach.

Those who fail to claim

Many handicapped people fail to claim allowances to which they are entitled, Mr. Alf Morris, Minister for the Disabled, told a conference last week. People often think, for instance, that an attendance allowance disqualifies them for other allowances.

At the same time one person could draw the attendance allowance (£10.60 at the top rate), non-contributory invalidity pension (£7.90) and the mobility allowance (£5.00), plus all the benefits under the Chronically Sick and Disabled Persons Act, he said.

At the conference, in Sunningdale, members of voluntary groups, MPs, ministers from six government departments and local government officials discussed the problems of the disabled.

Students are disappointed

by Diane Spencer

The Chronically Sick and Disabled Persons Act was attacked at a conference of handicapped Open University students last weekend.

Speaking about measures to improve employment prospects, Mr. Peter Large, chairman of the Association for Disabled Professionals, said he was disappointed that the access sections of the Act failed to cover places of work, although they covered schools and universities. This, he said, should be remedied.

Mr. Large said the section which laid down that access should be provided where "both reasonable and practicable" provided a loophole. It gave people "a convenient excuse for not even considering the problem before the event, and afterwards, a cover for forgetfulness."

He suggested that the Government should introduce a code of practice covering features to help the handicapped—colour contrasts for the partially sighted, changes in floor texture for the blind, as well as the usual modifications for those in wheelchairs. If the basic requirements were not met, building permission should be refused unless the developer could prove that the building costs would be increased by 5 to 10 per cent.

Abled-bodied people were often too anxious to think for the handicapped, said Mr. Large. Disabled students should be able to decide whether they needed an



Energy in the oddest of spots

Historically, it may well turn out that one of the most lasting consequences of the huge increase of price of oil at the beginning of 1974 has been to stimulate an exploration of alternative sources of energy. The American journal *Science* seems to have become the chief vehicle for telling the world about these schemes, and the latest issue February 13, describes a scheme for winning energy from the mixing of fresh and salt water at river mouths.

Theoretically, the amounts of energy that might be obtained in this way are enormous. It needs only a little acquaintance with the laws of thermodynamics to see that if you mix a gallon of water with a gallon of salt water, the entropy of the system is a great deal increased. The difference is, in principle at least, available as useful energy.

A simple calculation shows that the energy potential of a fresh water stream entering the sea is equivalent to the energy potential of a dam 700 feet high. Mixing one cubic metre of fresh water in the sea in a second dissipates energy at the rate of more than two megawatts. Even quite modest rivers could be capable of providing power for the towns that lie along their banks. The difficulty, of course, is that as things are, nobody knows how to exploit this surprising source of energy.

Two American scientists, John N. Weinstein and Frank B. Leitz, have devised a scheme which has the virtue of being susceptible to laboratory investigation. What they propose is a system in which fresh water and sea water are pumped through channels separated from each other by semi-permeable membranes—most conveniently in the form of plastic sheets through which either sodium or chlorine



ions from the sea water can pass.

They suggest that there should be an alternating sequence of membranes, separating alternating sequences of channels containing sea water and river water. At each membrane, there will be an electrical voltage. The energy of mixing sea water and fresh water can be collected by means of electrodes at each end of the stack.

In its conception, the device is essentially the same as the electro-dialysis machines used for extracting fresh water from seawater, but working backwards. Indeed, Mr. Weinstein and Mr. Leitz have been able to use an electro-dialysis machine for a preliminary investigation of the efficiency of machines for winning electricity from the mixing of river water in the sea.

The results, alas, are not too encouraging. For one thing, the internal electrical resistance of a river mixing cell is likely to be the chief consumer of whatever energy such a device is likely to be able to produce, at least until much more efficient membranes are available for sorting out sodium and chlorine atoms in sea water.

But a great deal of the available energy is likely always to be spent in pumping water through cells like these. Also no one at this stage could begin to guess realistically at the capital cost of economically worthwhile mixing cells. For the time being, it looks as if the hope of keeping the world supplied with electricity by the controlled mixing of river water with the sea will be a mirage.

Ill winds hit Iran

A year or so ago, I was making what seemed at the time the wayward argument that the price of petroleum had been driven too high by the oil-producing states, and that it would eventually decline, possibly to the equivalent of \$7.00 a barrel (compared with \$10.50 a barrel at the peak in the early months of 1974). I hope it will not seem too nauseating if I now draw attention to the course of events in the oil market in recent months.

The most significant development is the way in which Iran, one of the OPEC hawks which was itself responsible for the vast increase in price at the beginning of 1974 and which has since gone about saying that further price increases would be necessary, has had to sell oil at a discount to many of its international customers. The discount is not large—something like 20 cents (or two per cent) on a barrel of oil—but it is a step in the right direction.

More significant are the reports from the Persian Gulf that Iran has been trying to persuade the companies which make up the Iranian Oil Consortium, principally British Petroleum and Shell, to increase the quantities of crude oil lifted from Iran.

Understandably, Iran is worried about its total revenue from the sale of oil. The government have committed themselves to an ambitious plan for the industrial development of what is still largely an agricultural country, and a backward one at that. Domestic political peace, already a fragile plant, is unlikely to survive too serious an interruption of these plans.

In the past two years, the creditability of the plans for the rapid growth of the Iranian economy has been undermined most seriously by the rate of inflation in the West. In 1974, Iran was counting on a net revenue from oil of about \$16,000m, and that was broadly speaking what it earned. In 1975, oil revenues were lower, chiefly

because of a fall of something like 15 per cent in the demand for Iranian oil. During the same period, however, the value of most of the currencies in which Iran is paid for oil has depreciated by some 20 per cent, chiefly because of inflation. (In Britain, the rate of inflation has been more like 40 per cent, but this has been offset by a devaluation of the currency of roughly 15 per cent.) The result is that Iranian oil revenues are now worth only about \$10,000m in terms of 1974 prices.

Given the country's commitment to military expenditure and financial assistance to other developing countries, nobody should be surprised that the Shah is worried. The latest shading of the price of Iranian oil means that in terms of values obtaining at the beginning of 1974, the price is now not far off the \$7 a barrel at which, there are good reasons to think, the price of oil will eventually be stabilized.

Quite what all this means for the survival of Opec remains to be seen. It is customary to describe the Opec Organization as a cartel, but it differs from other cartels in being primarily a price support organization.

There are no means by which Opec members can be persuaded to reduce their sales of oil so as to maintain the price. Indeed, the events of the past few weeks show that even the most belligerent of Opec members will break the rules and reduce the price if they consider their own interests to be threatened.

In the circumstances, Opec's capacity to survive the next few years will depend, paradoxically, on how quickly the economic recession lifts in Western Europe and Japan. If there is not a substantial increase of demand for oil before the end of the year, it would not be surprising if some Opec members began to lose heart. By the time of the next full Opec conference at Jakarta in June, it should at least be possible to tell which way the wind is blowing.

Science diary

by John Maddox

Hope deferred in wet weeds

There is more hope for the investigations of the use of photosynthetic plants as a means of producing fuels of various kinds.

In the past few years, Professor John Bennemann, from the University of California at Los Angeles, has made a reputation for himself by showing that blue-green algae, which have the property of fixing nitrogen directly from the atmosphere, can be grown in such a way that the nitrogen-fixing mechanism also yields substantial amounts of hydrogen.

Now J. W. Newton, of the Northern Regional Research Laboratory of the United States Department of Agriculture, has been able to show that the same trick can be worked, perhaps more conveniently, with a water fern which happens to be an inextricably symbiotic relationship of a water weed and a blue-green alga.

Normally, the alga is essential for the survival of the plant because it is the principal source of nitrogenous chemicals. If there is acetylene in the surrounding atmosphere, the blue-green alga will turn this into a mixture of ethylene and hydrogen.

What Newton has now shown (Science, February 13) is that the process is more efficient than with blue-green algae by themselves, but here again it will be a long time before water weeds become a profitable source of industrial fuels.

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Earlier this month, a number of people from different spheres of education attended a conference at the TES, to discuss what impact the Bullock Report had made during its first year. To conclude this three part series, Bob Doe reports on the conference, and Stuart Maclure reflects on some of the issues raised in the discussion

Bullock in the field



Lord Bullock

"Let's get some evidence that schools are not neglecting reading."

Lord Bullock knew there would be little money to implement the recommendations of his committee; but the Government's lack of interest exceeded even his expectations. He made this clear, when he opened the TES conference held a fortnight after the publication of the Bullock report. "The present government are not interested in the report and never has been," he said. The inspectorate had done a great deal, but Parliament had not even found time to debate it. "We knew there would be no money when we produced the report. We hoped it would have an impact independent of Government support."

The time had been right for such a report. They had tried to reflect what the best teachers were doing. "We never thought we had gone up a mountain and come down with the 10 Commandments. We tried to crystallize a lot of things being said at the time."

What had been the result? Where had there been an impact and where not? The answers he got from the 43 teachers, advisers and administrators present concerned largely on the committee's recommendations on the importance of language throughout the secondary curriculum, in-service training and the role of parents or members of a minority community in developing literacy. Where several areas caused for optimism, some advisers and inspectors talked of the complacency and confusion they had met.

The lack of progress on monitoring standards of literacy was "disappointing," said Professor Jack Wrigley, of Reading University, and a member of the Bullock Committee. There had been no visible progress at the Assessment of Performance Unit set up by the Department of Education and Science before the report was published. The heads of subject and measurement experts needed knocking together to avoid the narrow measuring standards used in the past. "This work should be carried out with more speed than at the moment."

Mr Brian Kay, the Inspector responsible for the unit, said devising measures was time consuming. A similar task in mathematics where it was easier was just being completed by the National Foundation for Educational Research after three years; developments of similar tests in the United

States had taken five years. Too often the mistake was made of moving on to the testing technique before the objectives of the test had been fully worked out. They were spending a great deal of time deciding exactly what they wanted to measure. "It would have been possible to have had a test within six months, by handing the task over to professional test constructors. They would have made the same mistakes that have resulted in the inadequate tests of the past."

Mr Sam Fisher, chairman of the National Union of Teachers' education committee and headmaster of Acland Burghley School, North London, said teachers had gone a long way to develop language across the curriculum recently. But "the mystery of concepts and techniques that have never been the business of other departments and never really the business of English departments" was an obstacle. English departments were not equipped to lay down rules, only to make suggestions on the role of language in teaching any subject. This was "a whole new dimension in teaching."

Mr John Watts, chairman of the National Association for the Teaching of English, said heads of department did not want authoritative statements of how to do it, but some case-studies of how it might be done. Mr Michael Marland, another member of Bullock and head of Woodberry Down School, London, said secondary schools wanted unified policies on a number of issues, including careers. "Schools are desperate for whole school policies, and so are well poised for a common language policy."

He agreed that the next stage was to see some examples. "Teachers do not move on ideas. They move on examples, and go back to ideas from examples. It is staggering something to hang on to. It clearly offers something to science, mathematics and modern language teachers, who can see their subject being hampered by language disabilities."

Less happy with the outcome of Bullock was Mr Derek Down, a secondary adviser from Walsall. He was "not at all happy" with the confusion among English teachers. They were "groping their way" towards more structure and planning, and said of dubious textbooks were increasing. "Published material is not the answer. They have



Sam Fisher

A language policy involves "a whole new dimension in teaching."



Harold Rosen

What about the needs of indigenous working-class children?

got to work it out for themselves," he said. The rules of textbooks and language kits have increased in the past year was confirmed by Mr David Gubby, a publisher and member of the committee. "Good books are selling well and bad ones better," he said. Attitudes, not money, was the difficulty in Bullock's local authority area. "Staff in secondary schools are not always eager to listen. Entrenched attitudes will take a long time to overcome." Schools had been advised not to even think about a language across the curriculum policy unless they were ready to make it a number one priority.

"The danger is that there will be a few months' activity and they will turn to something else. I very much hope the redirection of English teaching needs will emerge, but there is not much sign of it yet."

Mr Norman Thomas, the HMI with special responsibility for the Bullock inquiry, said: "Language and experience grow from each other. The fact that it is a good idea to have 'language across the curriculum' loses an enormous assumption that structure was a panacea. 'If the structure is a bad one it will make matters worse rather than better.'"

He thought there was no cause to be too pessimistic about Bullock after one year; rather less had happened as a result of EPLES one year after its publication. But he added: "We must not allow people to become complacent—and there is some complacency." People tended to think they did it all already.

There was also a danger in switching away from teacher-training outside schools to in-school training. It could not be assumed that the expertise was present in every staffroom. "We have got to have a partnership between local authority advisers, university and college departments."

Mr Barry Taylor, chief education officer for Somerset, said any post-Bullock policy should be in line with the increasing demand for public accountability of the education service. The evidence was that even in the best schools there was a public mood in favour of higher standards. "My hunch is that within the next 10 years the education system will have demands placed on it that require a more structured education system."

Though secondary school issues came to the fore at the conference, a few pre-school

and primary voices were heard. "The report is too optimistic about children being their mothers talking," said Mrs Stan Palfreeman, Cheshire coordinator of the School Playgroups Association.

Many mothers in disadvantaged areas married between 16 and 19, had never been talked to about their toys or been read to and had done badly at school. "How do we expect them to do it for their children?"

They wanted to help and enjoy their children, but did not know how and were fed up with people "from the welfare schools" knocking on their doors. Teachers in primary schools often told them not to buy books or listen to their children reading. "I don't tell parents how to help or what is suitable. They have got to avoid the jargon, and be more explicit about what parents can do."

Mr John Rennie, community education adviser in Coventry, said the message Bullock should be got across to parents through popular radio and television programmes, like the *Jimmy Young Show*. Still see the ludicrous reluctance of teachers to involve parents in teaching.

Dr Barbara Tizard, from the Tavistock Children's Centre in London, said there was nothing in the report on teachers should work with parents. It was important that parents should listen to their children reading. In a Dagenham experiment there had been a 25 per cent difference on reading tests between those whose parents did so and those who did not.

Some speakers welcomed the report's call for schools to recognize the language and cultural backgrounds of immigrant and minority group children. There was some dissatisfaction about how much notice had been taken of it.

Mr Bev Woodruffe, community education adviser in London, said special books in the native language and culture of immigrant children were not a high priority in many schools. "The diversity of experience and language has got to be met in the classroom, whatever the children's origin," Mr Woodruffe said. He had known students go on to university having discovered that they could learn through a CSE course in their studies.

Someone who wanted more research done on the needs of black children was Mrs Yvonne Connolly, head of an infant school in North London. She said the path through the education system could be a mine for every child regardless of background. She was particularly concerned about the numbers of underachieving West Indian children.

Mr Tuku Mukherjee, a teacher from a Southall secondary modern school, wanted to know why the children of parents who came from Africa or Asia and were generating regard for education, were underachieving. He said that if immigrant children had their own language taken from them, it could have a harmful effect on their personalities and add to the growing breakdown between them and their parents.

"Teachers are always sitting on the fence in the school. They don't involve the community in the school. They are scared to go out into the community."

All this applied equally to indigenous working-class children, according to Mr Harold Rosen, from London University Institute of Education. The Bullock report ought to have recognised this more clearly. It had "a fine humanistic understanding of the nature of other cultures and people of families of overseas origin," he said. Why did children from depressed areas not get the same sympathy? "The deviants in inner city areas are thought to have a corrupt and debased culture." He wanted a direct attack on the problem that everyone knows—the contrast between the treatment



Yvonne Connolly

Concerned about the needs of underachieving West Indian children.

of indigenous working-class children and others who have a different culture."

Lord Bullock told Mr Rosen this was outside the terms of reference of the inquiry, which had stretched already to cover adult illiterates and immigrants. Mr Rosen replied: "Who are the non-readers?"

Professor Wrigley was "very dissatisfied" with "inadequate" pre-service teacher training. Much more thought about what was implied in the report was needed.

Mr Alan James, a lecturer at Bishop Copley College of Education, Derby, said: "We are concerned with kids growing up in a society that is increasingly complicated, where people are determined to be themselves and to resist the single interpretation of culture, and way of life."

"They require the skills of language to understand, respond, give instructions and make demands. What we need to know is what sort of situations in classrooms they learn to ask questions in. It doesn't happen where teachers are always asking the questions and children are never articulating their feelings."

Getting teachers out of schools was very important, according to Ms Moira Mackenzie, from Inner London Education Authority's language centre. It would be ill-advised to cut the resources that enabled them to do this. However, well educated teachers were at college, things happened in the world, and developments occurred in teaching reading. It was no good telling teachers what to do. They had to do the thinking and trying out for themselves, after visiting other schools and collecting ideas and information.

In opening the second session at the conference, Dr A. H. Halsey, director of the Oxford department of social and administrative studies, asked for strategies to implement the report. He questioned the "Bullock doctrine" that a change of attitude could be achieved without extra money being provided. Were the two not transferable?

Everything required for Bullock and the under-fives as well could be provided as a result of the fall in birthrates, according to Mr Taylor. Provided the education service was prepared to stand up for itself and demand that its budgets should not be reduced, progress with the 75 per cent fall in children in schools, the most rapid in



A. H. Halsey

Seeking strategies for getting the report implemented.

available. But the community would have to be convinced of the wisdom of spending on education.

Mr Thomas thought this an oversimplification. At the outside, only a quarter of what was presently provided could be made available. "We need to look at the resources already there and do better than we are with them. If practices were improved, a good deal of improvement could be made without large expenditure."

Mr Marland denied a suggestion that priorities could be drawn up. Spending on extra teachers and on monitoring and screening were complementary. "Unless we have monitoring, how can we direct staff to the needy?"

If secondary schools got little to implement Bullock, primaries got even less, and priorities will be even sharper there, said Mrs Elsie Ratcliffe, primary and pre-school adviser to Cheshire County Council.

Mr Fisher said: "I do not accept that if I need resources for Bullock, I can get it from somewhere else. Changes in attitude result in resources being needed. Otherwise you are stopping other desirable things."

The real needs of society for higher education standards meant that unless the national standards meant that would be doing real damage to society. "We must be realistic about the economy, but not let it dominate. The trade unions accept this and the majority of the public will accept it if it is put to them."

Lord Bullock had the final word. "For heaven's sake, let us get some evidence to convince parents that schools are not neglecting reading. He attached a great deal of importance to the ignorance of how many children could not read. It was the cause of bitterness between home and school."

On progress in teacher training, he said a great many young teachers were going into schools still feeling they had not had an adequate course in language. He would be satisfied if every teacher who wanted in-service education got it in the coming year.

The effects of Bullock would have to be judged in five years' time, not one. "The report is just an incident in a long, long story."

Themes and variations

The idea was straightforward enough. Let's bring together some of those in different sections of the educational field who know, or ought to know, about language and life, and use the occasion of the first anniversary of the publication of the Bullock report for a general discussion of its impact so far, and what now needs to be done. We assembled a distinguished cross-section of primary and secondary teachers, teacher trainers, educational researchers, administrators, HMIs, community relations people, pre-schoolers and others, to debate the issue.

Bob Doe's report provides a record of the discussion—not the luxurious proliferation of individual words of wisdom with which Hansard flatters Parliament, but an ordered summary of some of the points made in four hours of conversation. What no one can say is how representative it all was—how the topics which dominated the discussion reflected the priorities of the world of education at large in the matter of Bullock and after, or how far these priorities were distorted by the enthusiasms of specialists.

An outside observer must have been impressed by the extent to which the concerns of the secondary school came to the top of the discussion. Language across the curriculum seemed to be a ninth theme—perhaps even the main theme—of much of the talk.

The Bullock timing was held to have contributed to this. What Bullock said about English teaching and the need for each school to develop a policy for language which extended across the main subject barriers, corresponded with what some had already begun to ponder with what some had already begun to say (that, of course, is why it was in Bullock) and what many more were ready to hear.

A number of speakers had comments to make on the character of the report itself. In particular they claimed that it rang bells with heads of secondary schools. They took its message without difficulty—perhaps more readily than some heads of English departments, someone said—and the follow-up during the year of Bullock plus one seems to have been widespread.

Of course, one reason why the Bullock timing appeared to be good was because the Black Paper critics of progressive education had, in particular, of informal primary schooling had done a wonderful job in preparing the ground. One measure of readiness for Bullock was an anxiety in the schools which was undermining the confidence of some primary school teachers. Several speakers claimed that Bullock had made a greater impact on the primary schools than Bowden.

But there was a ripple of dissent when one participant suggested that some primary teachers had begun to think they had got it all wrong—they've gone back to teaching reading in the infant school.

For some reason the primary school contribution to the discussion seemed more muted than those from the secondary schools—was this simply a manifestation of a wider form of sectoral chauvinism?

It was not clear that the primary school people themselves had much enthusiasm for the Bullock monitoring proposals. The support for these—as an aspect of accountability on the one hand, and educational guidance on the other—seemed to come mainly from those who, irrespective of which sector they came from, were addressing themselves to national policy questions.

The DES came in for criticism for dragging their feet on the Bullock demand for regular testing on a light sampling basis—witness Jack Wrigley's pungent contribution. Brian Kay, the HMI in charge of the Assessment of Performance Unit, on whose plate this particular plim had landed, put up some good reasons why it all was taking a bit longer than Bullock had hoped.

Unfortunately for the DES, the better the reasons the more inexplicable the failure of the Secretary of State to come out earlier with a forthright statement of his intentions.

It looks as if Bullock will get their way in the end, but only after a long delay and an appearance of lukewarmness from Elizabeth House. As this is a highly political issue, any suggestion of slush should be laid at the door of the politicians, not the HMI.

One recurrent theme, never grasped fully during the day, but a reminder of the agenda behind the agenda, was raised by Harold Rosen, who took the Bullock Committee to task for not getting to grips with the linguistic problems of social class and cultural diversity. He seemed to be saying that, while Bullock had acknowledged the valid cultural heritage of the immigrant groups and the problems of those for whom English was a second language, they dealt only incidentally with indigenous social groups whose language and culture, bounded by social class and environmental deprivation, was separate from those whose expectations dominated the schools.

Lord Bullock replied to Harold Rosen by claiming that the committee's terms of reference had prevented this from being done in a coherent way. But this only dodged the issue, and it remained hanging away at the back of a good deal of the discussion.

It was fairly clear that this kind of report Harold Rosen would have liked would have been unacceptable to a lot of people on Bullock; perhaps it was as well that this clash of irreconcilables did not dominate the discussion. It was there all the same.

In the afternoon, A. H. Halsey, from the chair, tried to coax the discussion towards a consideration of how the Bullock proposals could be coordinated into some clear strategy for ordered improvement. With a boldness verging on the foolhardy, he actually invited them to select a theory of change on which to plan their campaign.

He pulled three to choose from—the Royal Commission model where the good and the great assemble the evidence, draw conclusions from it and rely on the intrinsic wisdom of their proposals to create the climate of opinion in which they can be carried out; the Research, Development and Diffusion model, which leads to new approaches being pioneered, developed into a workable system and then introduced on the strength of proven reliability; and a third model, related to the first, but involving a deliberate attempt to get people to learn from the authoritative study (in this case, the Bullock report) and therefore act upon it.

Almost the only response to this came from Lord Bullock himself, who rejected all three models as too systematic. He saw the Bullock approach as that of identifying specific problems and doing something about them piecemeal—deal with the needs of the moment first. It was for this reason that he wanted the facts which only a monitoring system could provide, without which the fears of parents, however misplaced, could not be relieved. This meant, too, a direct assault on underachievement and remedial work. As for in-service training, the place to start here, too, was with those who already realised that they wanted it.

Did it work—an unstructured conference on the Bullock theme? Yes and no—it was no better than the individual contributions, which were fairly varied. Perhaps you need longer—and smaller groupings—for reliance on unstructured discussion fully to pay off. What it did do was to focus attention on a number of important issues which cross the whole educational board, and bring together people from very different educational stamping grounds in the process. If it showed both over-optimism and evidence of the patchy nature of the response, this in itself was not without interest.

Stuart Maclure

UPD 11.5.80

22

Bernard Denvir
reviews three new books on
John Constable

A mirror to nature

History has always had a metric memory, and the fact that John Constable was born on June 11, 1776 is unleashing a flurry of commemorative gestures. Not that we should complain. Any excuse for staging so important an exhibition of his works as the one which opened at the Tate Gallery on Wednesday and continues there till April 25 (with late openings on Tuesdays and Thursdays till 8 pm, and Sunday openings between 11.30 am and 6 pm) is a good one.

It may be that this will be an opportunity for reassessing, in terms of our own time, the status and achievement of an artist whom we still seem to appreciate rather than to understand. At worst, it has provided that dedicated body of cultural dogooders, the Friends of the Tate, with an opportunity for producing—in a significantly numbered edition of 1776 copies—a Constable Mug. There is fame for you!

The exhibition is not—and indeed could not hope to be—a definitive one. But it has several works from foreign galleries, including one of the three in the Nationalgalerie in Berlin; it documents previously neglected phases of his work, such as the not very impressive religious paintings, and the often lacking portraits; it presents some works which have never before been seen in public; and most notably, in selection and documentation, it reflects, and has been influenced by, the considerable body of documentary material which has come to light over the past few decades, especially that enshrined in B. B. Beckett's *John Constable Correspondence*.

We are obviously due for a new definitive life of the artist to replace C. R. Leslie's entrancing and committed *Memoirs of the Life of John Constable* published five years after his death, and which is still the most comprehensive account. Neither of the two publications need to coincide with the opening of the exhibition come anywhere near to fulfilling this role.

The more admirable of the two, Reg Gadeney's *Constable and his World* (Clarendon and Hudson £3.50, 0 500 13056 6) would, in any case, make no such claims. Part of a popular but informative series which covers characters as disparate as Oliver Cromwell and Sean O'Casey, it sets out to put its subjects firmly

in their context—social, historical or cultural—and at the same time to explain something of the individual quality of their achievement.

This Mr Gadeney (who compiled the *Catalogue of Drawings and Water-Colours by John Constable in the Fitzwilliam Museum, Cambridge*) has written convincingly in the narrow confines of 128 pages, with ample documentation and a wealth of illustrations, intended to whet rather than to satisfy the aesthetic appetite. These are in black and white, but that loss is almost compensated for by the dust-jacket, which shows, in colour, *Golding Constable's Flower Garden at East Bergholt*, and allows one to examine in detail a landscape, small in scale, but bathed in an ineffable light, the evening sun dappling the firm lawn and picking out the radiance of marigolds and wallflowers. *Constable and his World* is an excellent general introduction to its subject.

John Lloyd Fraser's *John Constable* (Hutchinson £6.95, 0 09 125540 6) is subtitled "The man and his mistress", but the hint of amatory revelations is deceptive; the love is vegetable rather than human, and derives from the artist's confession, "Landscape is my mistress—his to her I look for fame". The author is a documentary film producer with Anglia Television, and he has produced two admirable programmes on Constable's work. Strangely enough, his venture into the printed word reveals little of this; it is almost archaic in its treatment and expression.

Although there are some rewarding quotations from current newspaper critics, and from the writings of contemporaries, the general tone is blandly biographical, so that one is always conscious of reading "A Life"; it offers little incentive to examine the precise nature of Constable's art, and its relationship with other creative phenomena of the time. A little more vivacity of presentation and a good deal more consideration of the objects on which Constable's fame rests, might have converted a worthy into an excellent book.

Mr Lloyd Fraser's preoccupation with the details of the artist's life is, of course, understandable. Constable as a man has always been an enigmatic figure; no personal legends surround him and his memory is unadorned with telling anecdotes. But now,



John Constable: self portrait.

with the publication of the correspondence and other autobiographical material, the shadowy figure takes on flesh, and emerges in something approaching three dimensions.

In many ways the result is far from pleasing. Chauvinistic, reactionary, intolerant, often disloyal, cautious, uptight, he was endowed with a barbed tongue, which was probably more responsible than his paintings for making the Royal Academy so reluctant to embrace him to its chummy bosom. Despising the French—who were more appreciative of his work than his fellow-countrymen—he could describe as a calamity the marriage of a female friend to "a nasty, stinking little Baptist preacher".

He dropped the man who had taught and inspired him so much in his youth, John Dunthorne, a plumber and glazier, when exhorted to do so by his more reputable friends. He kept deferring marriage until he was in his forties, for financial reasons. Intended, "People cannot now live on £400 a year. It is a bad subject, and therefore adieu to it".

And yet this was not the whole man. The correspondence often shows warmth, sensitivity, perceptiveness. He could write at times like an angel, despite his scolding spelling. Perhaps to find his prototype one should go to those heroes of Jane Austen who are characterized by their lack of gush, their restraint, their acceptance of a recognized social order, their refusal to allow the real feelings and emotions which stir their inner being to find social expression.

The very restraints and acerbities of Constable's character gave drive and passion to that field where they did not operate—his art. As embattled a bourgeois as any painter of his time, he translated the basic principles of landscape-painting into the language of the artist. What counted was the individual effort, unfettered by the restraints of academicism or classicism; the personal vision, the insistence on putting down on paper or canvas not what you ought to see, but what you do see, measuring it, by implication, against the experience of others.

Compared with him, Turner, for all his impassioned rhetoric and emotional fervour, was

a traditionalist. Would Constable ever have sought to out-Cloude Cloude, or even to out-daubed "The Excursion" in "very bad taste", ever have adorned his works with quotations of dubious value?

Despite his strictures on Wordsworth, ever, there are many analogies between the two. Both, despite their conventional attitudes, were aesthetic democrats who seriously sought to rid their own work of media of pretension, and to make an idiom which everybody could understand. Both were enamoured of what Constable constantly called "freshness"—the immediate, the observed moment—of emotion rather than of intellect.

Although Constable's reputation has perhaps been overlaid with what we might call "the French connexion" (after all, his fame rests on a more secure base than that of Delacroix), he was, in fact, a man who was deeply rooted in the English soil. His landscapes are not, as he holds up a mirror to nature, but a reflection on the preface to *Lucien Laurens*, "this idea is an apology for realism, perhaps, is Constable's significance as the first realist".

This is no mere critical cliché, and who is inclined to think of it as such? The world read *Constable and his World* (Black Ltd £6.50, 0 236 40011 5) in which Professor of art history at Nottingham and a retired Colonel (a native of Nottingham) have combined to produce a work of enthralling interest in which the development, analysis, both his technical and stylistic affiliations. Together, they throw a great deal of light on the work of Constable's imagination, revealing a realism for what it actually is—a direct and heart and eye untrammelled by precedent or slavish precision.

23 Books

Children's literature Towards androgyny?

Gillian Freeman on girls' fiction from 1839 to 1975

You're a Brick, Angela! By Mary Cadogan and Patricia Craig.
Victor Gollancz £6.50, 0 575 02061

Who was Daphne Isabel Maitland? "Dimple" to a group of middle-class, middle-class Englishwomen, and I guarantee some nostalgic smiles. Like aficionados of the cinema, a name is enough to trigger off a train of association in those erstwhile girl-readers to whom Dimple was as real as the chum in the next desk—such is the lasting power of the fictional heroine encountered in childhood or adolescence. Of course, it may not be the halcyon Dimple, but Rebecca (of *Sunnybrook Farm*), or Anne (of *Green Gables*), or the March sisters, or even William Brown who provokes instant recall of measles, who afterwards, a torch under the bedclothes and the innocent joy of reading, lost once the critical faculty has developed, suspending for ever the total suspension of disbelief.

You're a Brick, Angela! is a first-class memory-wallow as well as being a remarkable achievement of documentation and social analysis. Mary Cadogan and Patricia Craig have charted the course of girls' fiction from Charlotte Mary Yonge to John Rowe Townsend, from the Victorian view of womanhood, to James as unisex as blue jeans.

They have chosen the right moment for retrospection, for the era has passed. The inevitable decline of private schools, the introduction of sexual studies into the comprehensive curriculum, and the fact that platform-soled shoes have put into historical perspective such ludicrous and once-influential authors as Angela Brazil, Ethel Brent Dyer and Doris Palrie Bruce. Many girls who begged to go to boarding school in the thirties and forties were bitterly disappointed

when the reality failed to measure up to the frolics and friendships on the printed page.

Angela Brazil herself never grew out of the resentments of her school-days, when she was denied hockey and midnight feasts, and spent her creative life compensating for them in 49 racy school stories, inadvertently reproducing her own frustrations in her readers. The golden heyday was, I suppose, between 1920 and 1950, when romance remained the incipient, and *The Girls Own Annual* was a Christmas present worth waiting for. The Abbey School, the Chalet School, Sue Barton and Worrals set the standards and imposed the limits, functions now fulfilled by the daily dailies *Cricket* and the scandals of *Coronation Street*.

The rise and fall of *The Girls Own Paper* does not mark the end of the British school-girl from 1880, when there was no doubt that the future lay in the home (frequently as domestic servant), until 1956 when (as *Heiress* and squarely aimed at the upper-middle-class) it met its demise with the rapidly changing social requirements.

It began as an offshoot of the highly successful *Boys Own Paper*, product of The Religious Tracts Society (later the Lutterworth Press) replacing the insular chauvinist *Jingoism* with sentiment and household trivia. The only link between the two publications was a continuous peremptory exhortation to take "the cold tub". I have my own collection of early issues, and there is no doubt that "Medicus" in the *GOP* was "The Captain" in *Stables*. Boys were commanded to break the ice to cure their ills (including evil habits) and girls were given marital hopes:

There are some girls whose hearts are too feeble to admit the plunging into ice-cold water... I suppose are those, however, who can take it cold. I believe they are sure to

get married sooner than the others.

In March 1876, the obsessive "Medicus" was at it again. Dry the skin well and rub the upper part of the chest and neck beneath the organ of the voice until it is red. This will render the voice stronger and lessen the liability to that species of semi-hoarseness to which so many girls and young women are subject. Even those who do not take a cold bath should sponge the throat and upper chest with ice-cold water.

Today, in *OK*, girls receive advice on masturbation and orgasm. Perhaps the proprietors of *Heiress* foresaw the trend of the morals they had preserved through the dark days of the Second World War and decided they had no wish to compete. Financial returns on minority fiction ("I was thrilled when Ralph telephoned asking me to the Hunt Ball") probably clinched the matter, and together with other girls' papers "which the discredited conservatism had contained within its compass", the *GOP* gave way to the bizzarrie of *Bunty* which, in 1970, ran a serial in which "Bill Wade and all her chums from the school sewing class had been kidnapped by a strange woman called Miss Adams...". "Strange", comment Cadogan and Craig.

Is not too strong an adjective: Miss Adams has the girls churning up sewing machines, so that they can turn out a constant stream of fashionable garments for her boutique.

As the weekly girls' papers become increasingly puritan, so imaginative fiction has taken an upward sweep. With the range of titles encompassing such diverse and brilliant writers as C. S. Lewis, Catherine Storr and Gillian Avery; with the special imprint of contemporary and classical fiction cheaply available, young people



The arrival of Bessie Bunter. School Friend cover No 1, Vol 1, 1919

have reading opportunities which were denied to their parents. Specifically designed for "girls' books" (with the derogatory implications) have been replaced by "children's books" and, while not suggesting that all books appeal equally to boys and girls (which would be fatuous), the authors make their point.

In the end it is the polarities of "good" and "bad" that are important; and distinction in writing for

children, or anyone else, is a quality which, like all others that have involved the exercise of reason or imagination is not sexually determined. With the Sex Discrimination Act now in force there is no possibility of a return to the *GOP* or even the *BOP*. There could only be an androgynous *Persons Own Paper*. The symbolic Angela, cherisher of girls, brick or not, would certainly have contested that!

About to Teach*

An Introduction to Method in Teaching
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In *About to Teach*, Patrick Souper provides a tool that will help students or young teachers to discover their strengths and build upon them. The book focuses on the moment when student teachers learn where they are to do their first observation in a school and progresses to the point where, as teachers, they take over responsibility for children's learning. The emphasis is on the need to observe carefully the many elements that make up a child's world and in so doing to increase the teacher's sensitivity towards pupils and the task of teaching.

February publication £3.95, paperback £1.95

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JOAN RENDELL

Most boys and girls enjoy collecting things, and Joan Rendell has combined this interest with the enjoyment of looking at natural objects both in the countryside and in towns. She discusses a wide range of collectable objects and gives guidance on what to collect, where and when, and how to use museums for information and for ideas on display. There is a practical chapter on equipment and suggestions for craftwork using the materials collected.

*Lecturers and teachers are invited to write for inspection copies to Broadway House, Newtown Road, Henley-on-Thames, Oxon RG9 1BN.

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Routledge & Kegan Paul

Personal confession

Michael Patterson

Hopes for Great Happenings. By Albert Hunt.
Eyre Methuen £4.95, 0 413 30670 4.
Paperback £2.50, 30680 8.

When Albert Hunt speaks or writes, it is in the nature of a personal confession. An appropriate review may be justified in adopting the same tone.

Recently some of my students and I decided to work on a dramatization of extracts from *Tristram Shandy*. A fool-hardy undertaking at the best of times, and our effort looked as though it were destined to become an inferior copy of the original. It was at this point that I lighted on Albert Hunt's words: "We tried not to put on the stage anything that could have been said, more simply, asking: 'What, he seemed to be quizzical; gaze, exactly did I think we were up to?'"

It is a challenge that he throws out to the whole of British education—a Brechtian questioning of the apparently simple, observe with mistrust. Check whether it is needed. Especially if usual.

For Hunt, the usual in education is to bring pupils to a level of understanding, convenient groups which are inflated by experts into a needs of the pupils, themselves.

French grammar, followed by quadratic equations, followed by... The critique is not new; Illich has stated it clearly. Hunt has already said it himself in *Education for Democracy* (Penguin Education), but, God knows, it bears repetition. It is also not an entirely fair generalization, based as it is, primarily on Hunt's experience in a grammar school in the fifties; but his comments still too often apply.

In *Hopes for Great Happenings* Albert Hunt describes his own way out of the impasse. Within the old Bradford College of Art, he was given the responsibility of establishing courses in complementary studies.

A number of things he got right from the start: he insisted on project work, which was accepted by all, as the author's own modesty and the rather shoddy and superfluous photographs remind us, intention ran ahead of achievement all too often.

Yet that intention, illuminated by a burning love of education in its best sense, is a model for all teachers to match their own achievement against. This is, without question, a book that should hurt! Its challenge from every educationalist's bookshelf and from every college of education library.

And *Tristram Shandy*? That is now the inspiration for group creation—no longer a text, but a pre-

text. Generally, students developed a new-found enthusiasm for the work, and their pleasure was not one of the college, unless you had your own theatre group or poetry group. Bradford—of all places—became the Greenwich Village of the north of England, attracting to it many leading figures of the academic and artistic world.

Together with the successes, the failures are recorded in Hunt's readable, if occasionally repetitious style. Some statements are not argued, however, why is a group activity necessarily superior to students pursuing their individual interests? Some questions remain unanswered: how did students cope with traditionally taught subjects after being introduced to the heady freedom of Hunt's projects? Above all, as the author's own modesty and the rather shoddy and superfluous photographs remind us, intention ran ahead of achievement all too often.

Yet that intention, illuminated by a burning love of education in its best sense, is a model for all teachers to match their own achievement against. This is, without question, a book that should hurt! Its challenge from every educationalist's bookshelf and from every college of education library.

And *Tristram Shandy*? That is now the inspiration for group creation—no longer a text, but a pre-

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Not worth the candle

James Rutherford on Northern Ireland

The Point of No Return. By Robert Fisk. Andre Deutsch £4.95. 233 96682 2

The Ulster Workers' Council strike of May, 1974, was an extraordinary episode, even by the standards of the current Irish crisis. It started when some largely unknown Protestant workers' leaders announced a strike following the ratification of terms allowing the Irish government a say in Ulster affairs in the Assembly at Stormont.

The terms of the agreement had been laid down at the Sunningdale talks the previous December. The May strike was to affect key engineering and fuel supply industries. In the event, the deed exceeded the promise and the threat; the stoppage emerged into a general strike, and it undid the power sharing Ulster Executive, the Assembly, the Council of Ireland (which was the main proposal of Sunningdale), and with them, the main thread of British policy in Ulster since direct rule in 1972. It was the most significant act of civil disobedience in Britain since the war, the most politically important industrial stoppage since the General Strike.

The events leading up to the strike, the personalities caught up in it, and a daily diary of the main incidents, form the basis to Robert Fisk's book *The Point of No Return*. The clear summary of each episode, the pen portraits of the strike leaders, make this account a tour

de force characterized by the energy for which the author's despatches during the last three years in *The Times* corresponded in Ulster were renowned.

The author looks at a number of questions behind the stoppage itself which he suggests may have implications for the future of this country wider than the context of the Ulster question. First, he examines the leaders and the forces that made up the strikers. The real muscle was provided by the two big Protestant private armies, the Ulster Volunteer Force, and the Ulster Defence Regiment, who put up the barricades and used their own tough methods in dissuading a number of workers from going to their factories. The constitutional politicians, councillors and assemblymen of the loyalist parties, fell in behind them.

But this broad alliance may have been short-run; already the politicians and the paramilitarymen on the loyalist side seem well divided. The author shows very clearly that, for most Protestant workers, the community and sectarian denunciation count far more than belonging to the trade union, and in a longer perspective, both the strike itself and the forces behind it may be given a different interpretation in Ulster history than the IRA's.

Few loyalists in the IRA want to see another stoppage on the same lines; and, so, loyalties seem likely to overcome any spilt in the Unionist front that

may have been suggested by the strike.

The second general area the book considers is the role of the British Government. The mistakes of Mr. Rees, the Secretary of State, and his second in command, Mr. Orme, are harshly pointed out—though they had little to go on in assessing the combinations of forces made up by the strikers. One of the most illuminating anecdotes concerns the disastrous broadcast by Harold Wilson, in which he called the strikers "spongers". A few hours before, the head of the tattering power sharing executive, Brian Faulkner, was dismissed when he read the word "rebels", as well as "spongers", as the preliminary draft dripped off the telex at Stormont Castle.

One of the book's favourite targets is the Belfast BBC. It is claimed they were one-sided—slavishly putting out communiques from the strikers as if they were a legally constituted body. The broadcasters themselves, evidently, were uncomfortable about how far their remit to tell the public what was going on, allowed them to intervene in the strike. The role of the BBC is compared with their role in the General Strike but nothing could be more different than the BBC Belfast office in 1974, in London in 1926. The book is particularly weak in

its use of history, and is let down by its tendentious style. Even the subtitle "The strike that broke the British in Ulster" is not strictly true; the representatives and the forces in the crown are still largely effective at the moment, and the levels of daily administration. The biggest criticism of the broad-casters is that they failed to examine "the morality" behind the strike, though heaven forbid that the self-righteous ethical goose-chase should replace objective coverage in the reporter's canon.

In one or two cases, history is used to strange ends; we are told that because of the filibustering of Parnell's Home Rulers after the failure of the first Home Rule Bill in 1887 (it was actually the year before) is the basis of the Tory and Labour bipartisan approach. Ulster at Westminster. Equally odd is the strength given to Lord Hailsham's remarks in May 1974, that earlier years would have convicted the strikers of treason. Lord Hailsham is described as Lord Chancellor, though he had left office two months before. Perhaps his remarks were more characteristic of the British Establishment view than those of Edward Carson (another Ulsterman of Irish extraction) after he had left office in his day, 60 years ago.

The biggest opportunity missed by the book is in its discussion of the role of the British army. The author seems to want it both ways—either that the army showed re-

luctance to "go in" to break the strike or move fuel supplies. The fact that the army was not called in until the strike was well advanced, and the picket lines in future strikes in England.

Army action on the Belfast streets during the strike, as shown in the book, was admirably, as sheepish at times. But the adopted by many senior officers was disconcertingly straight.

Ulster was not in *May* under martial law, nor was any practical or theoretical situation it could be. One of the remarks on the strike (and recorded in this book) is by that very model of a Lieutenant General, who was Sir Frank King. When he privately about the slightest of the army's steps said "the game is not over".

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Their lives in our hands

Ralph Lavender on early learning

Open School, Open Society. By Henry Pluckrose. Evans £3.95. 237 29141 X.

Structure in Early Learning. By Alice Yardley. Evans £1.60. 237 29108 8.

What We Owe Children. By Caleb Gattegno. Routledge and Kegan Paul 90p. 7100 8151 0.

These books form a formidable trio. Alice Yardley, Dr Gattegno and Henry Pluckrose all argue a powerful case on the kinds of beliefs about children which teachers ought to hold, and the kind of education that ought therefore to take place in our schools.

Dr Gattegno, whose style is somewhat akin to Paulo Freire's, subtitled his book "The Subordination of Teaching to Learning"; the important fourth chapter of the Bullock report also succinctly stepped on the "simplest notion that 'being able' is the polar opposite of 'finding out for oneself'".

Four conditions must apply, so the argument goes. In the first place, the teacher must know himself, as an individual with a will and the ability to create images; and he must know each of his pupils in the same way. Secondly, the teacher must acknowledge that every child has his own sense of truth, other-wise learning is purposeless. In the third place, he must discover how knowing becomes knowledge. And, finally, he must consider the economy of learning.

Every one of us enters school knowing how to be a responsible learner, an independent investigator, an autonomous judge of what is his immediate interest and how to go about one's own duties to one-

self as one's self-conception dictates. If the teacher can recognize that every human being has a resonance both inside and outside himself, he will come to rely on the children's powers and mind rather than memory, and then schools will become more adequate to the existing strengths of children. As it is, however, "we meet what was and we managed to make it our own", yet schools persist in telling children what they think they do not yet know, relying on a programme of props to train and test memory. Dr Gattegno's polemic asserts that this is what higher education does to teachers, and that teachers do to children; and testing tests of memory only shows what teachers can do, not what children can do; but it is only the children who can fail at it.

He believes that inner meanings are more important than outside authority; that individuals function for themselves in their world; that learning comes from functioning, not from knowledge, and that it depends upon the learner's own criteria of truth; that the powers of mind include the ability to generate imagery, to see differences and similarities, and to transform "I" to "you"; and that social studies are justified, among other things, by finding oneself as a member of humanity "as it stretches over the centuries and the corners of our planet". Thus, what was transcendental yesterday, beyond the reach of our understanding, becomes instrumental to our purposes today.

Alice Yardley's argument is just as convincing a re-interpretation of the same position, but it is less lofty in tone. The structure in early learning of which she speaks is not imposed upon children and the work of the school by a kind of

divine providence; it is the structure of how the individual child grows. If the teacher possesses knowledge of how the child develops, then he can possess the necessary instruments for focusing on where the child is along the continuum of learning.

She describes how the concepts of space and happiness develop, remarking that understanding is not awakened in the learner by more information—what is needed is the physical situation, or "functioning". In Dr Gattegno's terms, she has strong chapters on socializing and emotional development as well as on the growth of creativity, in which she notices that writing is often the last creative response to be aroused by vivid first-hand experience. Equally important sections discuss water and sand play, which is not just therapeutic, and dramatic play, which is interpreted primarily in terms of moral development and the making up of rules in its early stage.

A child's "self-concept" as someone to be liked and respected is crucial to him, and this is also properly stressed, as Alice Yardley attacks that conspiracy against childhood which would steele a child's years away from him and turn him into an instant adult. Most people either learn, or fail to learn, to be articulate in words; but far too many learn how to be inarticulate in their bodies and emotions—perhaps, adults, we would make fewer mistakes in our relations with others if we paid more attention to non-verbal signals.

Where the argument is descriptively documented, it is inspiring to read, as when a child says, "My birthday was in April when I was six, but I'm having it in May this year". But too often it is hesitant,

when the child may do this or the teacher could do that, and the place of story in the child's development is badly neglected. Because of the cramped pages, the book is not easy to read. There is a short and fully annotated bibliography.

Open School, Open Society is visually more accessible, ploughs a similar furrow. Henry Pluckrose sees the child as a play-thing, talking, moving, curious, imaginative, responsible, traditionalist, enthusiastic person in need of security. All his learning should be real, joyful, sincere, relevant, timeless, unified and successful. He rightly emphasizes every child's potential for learning, he validates "play", he discusses different kinds of school organization, and has good things to say about recording and parents. But he is insufficiently aware of the significance of interaction between peers, of what one child can do for another in all his learning.

However, the power of the book lies in its sense of the warmth of being alive; "... we should not seek simply to prepare children for life". Most of them cannot wait that long. They are alive now. There is an epilogue, in which a consultant psychiatrist writes of a man who had failed to appreciate his own humanity, identity and uniqueness. Anyone who has read that most moving poem "He Always" written by a 14-year-old boy, which was reprinted in the current issue of *Books for Your Children* (Vol 11 No 1, January 1976), will know what some schools do to children. But no school committed to the philosophy of these three books, or sharing their sensitivity, could commit such a crime.

February books from Batsford

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From Swanborough to Devizes

J. H. P. Pafford on the history of Wiltshire

The Victoria History of the Counties of England. Volume 10: A History of Wiltshire. Edited by Elizabeth Critchall.

Oxford University Press for the Institute of Historical Research £27. 0 19 722740 6.

The present volume—the first for Wiltshire appeared in 1953—deals with the Swanborough Hundred, and with Devizes; the former is by Miss Critchall, D. A. Crowley and Janet Stevenson and the latter is by Professor R. B. Pugh, General Editor of the Victoria County Histories.

It maintains the high standard of excellence of its predecessors. Supportively produced and illustrated, it is by modern values reasonably priced. As there will be about 20 volumes for Wiltshire, the half-way mark is now reached; for the whole country some 165 volumes for 36

counties have appeared, which means that perhaps a third of the complete work is done.

After 1087, the antiquaries, from Leland onwards, produced various types of survey including some important monumental county histories in the eighteenth and nineteenth centuries, such as *Hasted's Kent* and *Hutchins's Dorset*. In the early nineteenth century, the Wiltshireman, John Britton, began his *Beauties of England & Wales*, and at the end came the *Highways and Byways* series, followed by *Mee's The King's England*. There are the scholarly inventories of the Royal Commission on Historical Monuments, Sir Nikolaus Pevsner's *Buildings of England*, specialist surveys, as of place-names, and numerous smaller county histories and guides.

But there never has been, nor is there ever likely to be, a single

enterprise in our national historiography to bear comparison with the *VCH*. The origin and progress of the project were described by Professor Pugh in a general introduction to the series published in 1970. The first volume, *Hampshire I*, was published by Constable in 1900; the Queen gave permission for the history to bear her name, a company was formed, editors appointed, and the great adventure was under way.

At first progress was perhaps too rapid, for 38 volumes, not quite up to modern standards, appeared by 1907. In 1933, the *VCH* was taken over by London University to be managed by its Institute of Historical Research, and that is the position today. In 1948, Wiltshire, on the initiative of the Borough of Swindon and the County Council, set up a pioneer organization to provide funds for a local editor to work with the London central

staff, and 11 other counties now follow that pattern.

The *VCH* is a reference work, designed to give accurate, detailed information, not to provide leisure reading (although most of it is eminently readable) but rather as a quarry for the professional historian, the teacher, writer, lecturer, journalist, and indeed anyone seeking reliable historical information. For each county there are general volumes on the history as a whole, and special subjects from religion to sport, and topical volumes covering every locality. The work is based on expert study of manuscript and printed sources, maps and illustrations of all periods, and on field work; the results are skillfully presented with scholarly authority.

The *VCH* was a far-sighted pioneer venture, in concept ahead of its time. It has deservedly won international repute, and its home influence is also incalculable—for

not only has it vastly increased knowledge, and provided a far more improved teaching writing of local history, but much wider and deeper knowledge of the past has been impressed by the study of local history in an important way. Local history is an important subject in schools and higher education, publishers specializing in local libraries have local resource centres, and the general "people's" history is with us. It would be ridiculous to say that all these things stem from the *VCH*, but even more ridiculous to deny that the continuing influence of the *VCH* is of great importance to them. National development is said to be a long process, but in the pastime, but in England has a massive achievement in achievement which it can and should be proud.

Bright Young Things

Britain in the Nineteen Twenties.

By Norron Branson. Weidenfeld and Nicolson £6.95. 297 77009 R.

To those of us whose out of school memories of the Twenties are mainly concerned with the British Empire Exhibition at Wembley, the General Strike, and straining to hear Jack Feyn through the earphones of a crystal set, this unemotional, well-documented account of the period will be a reminder that we lived history.

Out of this turbulent decade came much which was then totally new, but which is now automatically accepted. The strength of this invaluable source book is that it highlights this fact.

The greater part of it is devoted to the struggles and emerging power of the working class and the unions, to the rail strikes and to conditions in the docks, where a man might commonly hump 70 tons

on his back in one day's work. The troubles in the mines are discussed, as are the appalling figures of two million unemployed in 1921, the "dispressed area" and what seemed revolutionary Labour-initiated ideas to alleviate hardship—the organization of contributory unemployment benefit and pensions schemes, and council housing, and secondary education for all.

Despite the enormous confrontation in 1926, when the General Strike collapsed because of mainly middle and upper class opposition, social distinctions did become, in some ways, progressively blurred. All women over 21 gained the vote, and took more steps towards emancipation with the more general use of birth control; the same films appealed to all sections of the public; once the BBC was set up, everyone could hear the same broadcasts and true to the title, the *Bright Young Things*, E. M. Forster's *Howards End* was tested at all levels, though not perhaps in its precise terms.

Eric Church

GET ON BOARD THE

RUFF RUFF RUFFIN

SPECIAL (SEE PAGE 9)

UPPILIT 1.50

Scheme for good listeners

by Barbara Rigby

SRA First Listening Laboratory, by Boswell Taylor, Science Research Associates, Reading Road, Henley on Thames, Oxon. Price £53.95.

So many children hear without hearing that it must be one of the primary teacher's most important tasks to train them to listen effectively.

Storytime is valuable listening time, but there is also a need for a short period of formal training each week. The difficulty for many teachers is finding suitably structured material for developing listening skills.

SRA's First Listening Laboratory contains enough material for a year's training in such skills and could be useful to the younger, inexperienced teacher as the basis of class project work. The two tapes of nursery rhymes and stories, accompanied by two colourful posters are particularly valuable for children with little experience of traditional rhymes.

There are six other cassettes which deal with popular themes such as music, animals, the family, the community, natural science and "myself". Each theme has one cassette of four listening passages designed to develop skills of sound recall, sequencing, recall of detail, cause and effect and so on.

The passages take the form of dramatized stories, playlets, stories with music and sound effects or games for class participation. The variety of format and subject matter is attractive; there are over 100 stories of shopping, pets and people at work, traditional stories such as "Noah's Ark", "The Town Mouse and the Country Mouse", and "The Donkey's Tale", and stories of wild animals such as "Red Fox Goes Hunting". The speech is clear and there is a good selection of male voices—an important factor in infant schools.



From one of the posters.

At the end of each passage, comprehension is checked by a listening game played with a board and counters, in which children are asked increasingly demanding questions. The language structure here is rather complex for very young children, and some tend to watch what their friends do with the counters, not because they have not understood the passage, but because the question is too complex. The wise teacher will supplement the listening games with her own questioning.

A double-sided worksheet for each passage provides further comprehension check. One side gives an attractive illustration for the story to aid introductory discussion work and to serve as a focus during listening time. The reverse side suggests an activity linked to the story such as to draw or colour, labels to fill in, dots to join and so on.

The worksheets are intended to be taken home, in the hope of encouraging further linguistic practice with parents. Of course no scheme is perfect—some of the singers are rather unfashioned for "teenyboppers", for example. But the SRA First Listening Laboratory developed and executed by the teacher could give many infants a sound training in listening skills and set them on the road to being good listeners.

Continued from previous page

on economic and training factors, at the expense of a dynamic appreciation of work in terms of the individual's attitudes and values.

In the early editions of *Prospect 1* advertisement catch the eye more readily than the touching materials, and unfortunately the sponsored educational projects are also thinly disguised advertisements. It gives the use of the fashioning of advertising, a completely new approach of advertising from young workers, the comments are predictable if not platitudinous.

Prospect 11 contains a valuable guide to further education jargon which many teachers will appreciate. It gives help too with applying for a job, but this is hardly innovative. English teachers who are familiar with the Language in Use materials by Doughty, Pearce and Thornston, have a richer store of resources at their disposal. It was disappointing to find no reference in the teachers' notes to links with other subjects.

Both the banking and post office educational projects would be welcomed by commerce teachers, and the working conditions section in *Prospect 1* number four could link with "History". But again the approach is teacher-orientated, and not designed to explore the attitudes and values of the pupils, as are the excellent materials produced by the Schools Council Moral Education Project.

Despite the extensive quotations in the teachers' notes from surveys, the approach to careers guidance is traditional. Careers education should be helping young people make choices about the kind of life they want to lead—including leisure, domestic and vocational aspects. Leisure is considered, but only as a talent matching exercise to link interests with occupations. There is better material to be found elsewhere for careers education. This magazine will only heighten our expectations for the awaited publication of the Schools Council materials.

BP's 1976 catalogue of teachers' resources is now available. Their educational productions include booklets, decision packs, filmstrips, resource packs, kits and wallcharts. The catalogue gives details of several new teaching aids and additions to existing series. Among these are two new "Caveman" booklets: *How Oil is Refined* and *Glass Reinforced Polyester—The Tough One*. This series is designed for eight to 14-year-olds. Crossing the Road is a painting and project book on road safety for seven-year-olds. There are also three new wallcharts on plastics and one on world energy resources.

The catalogue is free to teachers and can be obtained from BP Educational Service, PO Box 5, Wetherby, West Yorkshire.



This is a still from *The Westerner*, a film defined by Robert Warshaw as best exemplifying the classical form of the Western, but capturing darker and more oblique impulses (hinted at in the title).

The Westerner is one of a group of key Goldwyn films available for many years in this country and now available from the BFI group includes other William Wyler titles such as *The Best Years of Our Lives*, *The Little Foxes* and *Dead End*; *Ball of Fire*, *Coast and A Song Is Born* (Howard Hawks); and *The Hurricane* (John Ford).

• Films available from BFI Distribution Library, 42/43 Lower Marsh, London SE1 • books and periodicals from BFI Book Library, 91 Strand, London W1 • advice on course construction from BFI Educational Advisory Service, 62 Dean Street, London W1.

Optical testing

by Frank Anstis

OPTIK, by Logix-Kosmos, Educational Publications Ltd £16.95.

This kit, which is described in a brochure as a "complete laboratory", provides 114 experiments with which to perform over 100 experiments, from a simple investigation of the laws of reflection to the construction of microscopes.

Credit must be given for the made parts that have been proved under test that they are robust enough to stand up to unsupervised groups of pupils. The assembly and operation manual contains well-illustrated, carefully detailed instructions. The information that it contains has been printed on a developed in Germany and subsequently further refined by Cumidum firm. It is supplemented by a series of numbers and replaced at a reasonable cost. The assembly and operation manual contains well-illustrated, carefully detailed instructions. The information that it contains has been printed on a developed in Germany and subsequently further refined by Cumidum firm. It is supplemented by a series of numbers and replaced at a reasonable cost.

Without adequate resources most youngsters will be tempted to pass hurriedly through the important but seemingly interesting initial experiments that they can get on with the construction of the telescope camera. This, coupled with rather advanced vocabulary in the instruction manual, suggests the kit might be most effectively used as an additional stimulus to the able and enthusiastic wanting to work at home.

In fairness to the manufacturer it must be mentioned that one comprehensive school department that has received some of these kits for a year is also difficult when the number of kits is large. A popular alternative to Dewey classification is cross-indexing with optical coincidence card index. This involves accessioning items in subject, and indexing by separate subjects. In retrieval, descriptions are assembled by bringing together a number of feature cards, resulting stack of punched cards leads to the numbers representing the items, which are then found on the shelves in numerical sequence.

With this system, however, it is difficult to browse, and there are problems in storing different media together by accession number in a single sequence. An intermediate box, or batches of accession numbers for different media, are possible solutions. Every librarian has his own ideas of systems governed by specific rules, the size of the collection and the constraints such as money, space and staff. The fundamental considerations are simplicity and flexibility, with the user's interests and requirements of the resource centre design can be an ergonomic disaster if construction is not given to the pre-requirements of teacher and pupil.

Though some producers present materials in unwieldy shapes and sizes, the economic situation has forced glamorous packaging. Boxes of single or mixed media can be stored on shelves. Media can be stored on shelves. Media can be stored on shelves.

Continued on next page

School furniture review

Trouble in store?

SUSIE RODWELL on media storage systems

A resource explosion has created problems for the librarian, one of which is the trouble in storing visual materials of all shapes and sizes.

The vast range of materials now available, added to curriculum changes, often transform the school library from a quiet place for reading to an active and versatile resource centre. The librarian or resources manager has to balance the needs of the school with efficient, economical storage with maximum accessibility, and because the resource materials cannot be shelved, classification and labelling are complicated.

Schools tend to use one of two systems. The Dewey decimal system, or an adaptation of it, is the most popular. Knowledge is classified by a series of numbers and resource items are given classification numbers according to content. They are then either translated on to library shelves in one sequence or stored in various ways: by subject, by media, or by a combination of the two.

The Dewey system is well established and documented and relatively easy to use, and it enables the librarian to browse through specific subject areas. Its main disadvantage is that a student who fails to make a connection between two subjects can lose valuable information. The system is also difficult when the number of items is large. A popular alternative to Dewey classification is cross-indexing with optical coincidence card index. This involves accessioning items in subject, and indexing by separate subjects. In retrieval, descriptions are assembled by bringing together a number of feature cards, resulting stack of punched cards leads to the numbers representing the items, which are then found on the shelves in numerical sequence.

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Continued on next page

wallets, slide, film strip and slide-tape/cassette packs are useful as containers in shelf storage.

The mediapacks and slidepacks offered by AV Library Services, for example, are designed to be integrated into a main book sequence, and though expensive, are very convenient. Other companies selling useful boxes for all types of material are Don Gresswell and E. J. Arnold.

It is generally agreed that complete stock integration is impractical, and that different sequences must be used for different materials such as wallcharts. However, it is recommended that collections should be integrated as far as possible, using normal library shelving. Some experts think that open display is preferable to storage in drawers and cabinets but the loss risk is often too great.

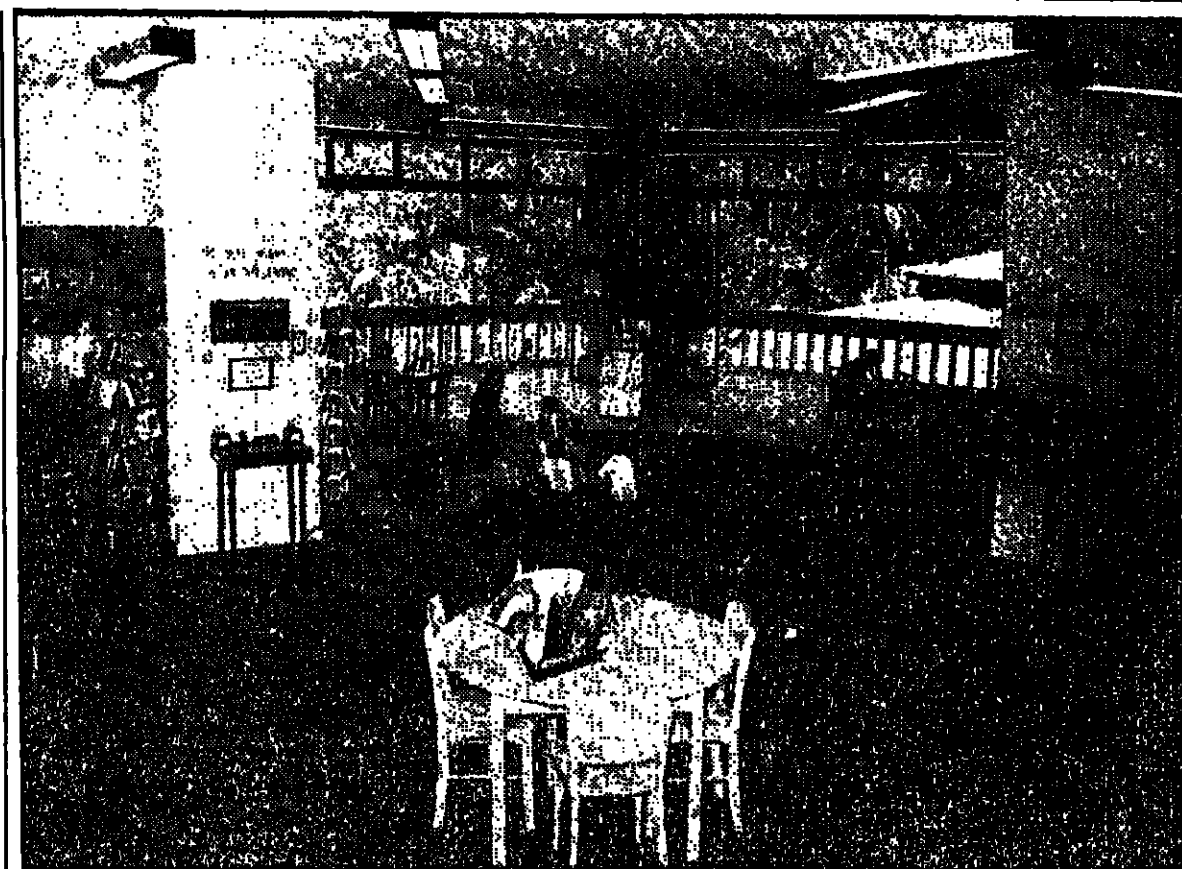
One solution to this can be multi-media cabinets with lockable doors, but these usually demand the separation of materials into format sequences. Cabinets also tend to be expensive. In them materials are stored in various ways: by subject, by media, or by a combination of the two. For wallcharts, the Flexform steel cabinets incorporate suspended chart storage. Many cabinets can also house audio-visual equipment if this is to be centralized in the resources centre.

The decision to separate media and store them in their own sequences (identified by classification or accession number) is a difficult one to make. Having to retrieve material from perhaps six different sequences, is quite demanding of the overworked teacher or the busy student. Moreover, anyone not fully conversant with the indexing system could easily miss valuable items. Such a separation, however, might be justified for large collections in terms of simplicity, flexibility and economy.

Wallcharts are one of the biggest headaches. They are fragile, their sizes vary, and it is difficult to find satisfactory commercial storage units at an economical price. When space is at a premium, wall charts can be folded and stored either in suspended packets, internal filing cabinets or in large stiff-backed envelopes. They can be rolled in cardboard tubes, though the resultant curl can be a nuisance.

Ideally, charts and maps should be stored unfolded either horizontally, or vertically in one of the rod and roller suspension systems. The problem with these, especially the cheaper models, is the tendency to overload the rods so that the charts slip out. In the more sophisticated and expensive suspension systems charts are contained in large concertina folders inside cabinets. It is possible to improvise a vertical chart storage system using bulldog clips and slats of wood suspended between two horizontal supporting rails.

While wallcharts cause difficulties because of their bulk, slides are relatively easy to store. There



A new school, Escola Americana, in Rio de Janeiro, Brazil. Sliding walls and a carpeted, stepped story well are incorporated. The latter allows the children to sit or lie as they will. On page 33 Andrea Brooks looks at a few more American ideas.

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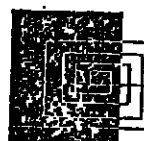
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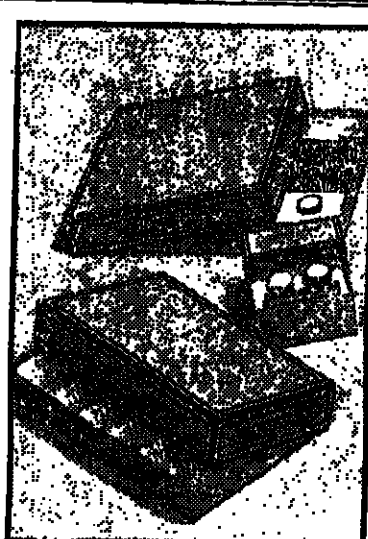
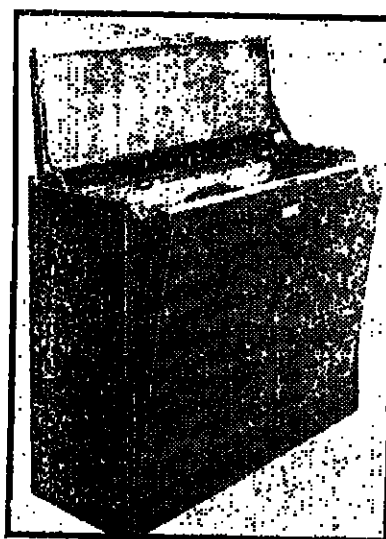
Dickens; Olympic origins; Mazes;

Delius; Robert Penn Warren

The Times Literary Supplement

on sale at newsagents today

30 Furniture



Continued from page 29

are innumerable units from which to choose. Educational slide sets comprise between five and 50 slides, plus notes, and slide packaging is so varied that it is usually best to take them out of their packs and start again using one storage system.

One possibility is slide boxes or cabinets with grooved drawers, but these make retrieval difficult. Costs for this method range from 2p-4p a slide. More sophisticated cabinets incorporate light boxes for viewing but can cost 7p to 10p a slide. The most economic solution for large slide collections is to suspend transparent plastic packs containing 12 to 24 slides in a conventional filing cabinet. Advantages of this system include easy viewing and identification; the main disadvantage is in having to remove every slide when showing the set. A four drawer filing cabinet can hold up to 10,000 slides by this system, with costs as low as 1p a slide.

Special packs for storing notes, cassettes or tapes is an additional convenience; though a better solution for notes is to file them in a sequence in another cabinet drawer. Slides should always be treated with care and may have to be mounted between glass covers.

There seems to be a general move in favour of slides and away from filmstrips, and cutting up and mounting full frame filmstrips has advantages. First, only slide viewers and projectors are needed. More

important, filmstrip frames and slides can be interfiled making them easy to browse through. Used as separate frames, filmstrips can be more flexible: outdated or irrelevant frames can be omitted and the teacher's own slides included.

Against these advantages must be weighed the cost of mounting frames (about 1p each for card and 3p to 5p for glass mounts), increased storage costs and index and retrieval problems, and the time involved.

Filmstrips are sold in plastic containers, and as most of these are now made according to a British Standard, ensuring a limited range of sizes, they can be stored in shallow drawer units and boxes in die cut cardboard platforms inside. A simpler division can be made using cardboard strips between each row, or moulded plastic trays with foam channels in drawers and boxes.

Filmstrips can also be placed in home made wall racks (or commercial display shelves) so that each strip lies on its side in a separate cell, with title and lid facing outwards. Though this makes the stock easy to see, such devices are space consuming. Filmstrips can be permanently filed for reference in negative wallets available from most photographic suppliers.

Storing in cardboard boxes is the cheapest at 1p a filmstrip container, but the added compactness of drawer storage units might justify the higher cost of up to 10p a filmstrip.

Cassette and record storage can vary from the simplest of boxes to the sophisticated offerings of the hi-fi market, elegant revolving units and streamlined cabinets. In these austere days boxes are invariably chosen. Cassettes should be kept in their protective library cases and stored in compact shelving with frequent space dividers for ease of retrieval.

Some of the interlocking units, taking between 10 and 20 cassettes, can be built up into shelving for flexible and simple storage, but at a higher cost of 20p to 30p per cassette. Drawer units with moulded inserts are available at a similar unit price; and bulk tape purchasers can sometimes obtain free bulk storage cartons and boxes from the tape manufacturers. Another possibility for cassettes is to use conventional 5 x 3 card cataloguing drawers.

The cassette storage solutions are too numerous to list. As in so many storage decisions, the design philosophy of the resources centre is the most important factor. Storing tape is relatively simple if precautions are taken against magnetic interference. The boxes in which the tapes are supplied can easily be stored on library shelves or in steel cabinets.

Records can be stored conventionally in racks, browsing cabinets and record cases and boxes. Some types of record storage can apply also to mounted OHP transparencies, which are roughly the same size. A recent addition to the Diana Wyllie range of transparent sleeves which can be suspended in a

Jumbo filing cabinet, or in special cabinets such as those produced by Terrapin Ltd.

Those sleeves and units are expensive, they can cost between 40p and 50p per record or transparency, but the additional protection and ease of retrieval could justify the additional expense. Moreover, records often vary when stored on a slant or horizontally. There are some unit-warp record storage units on the market. The one produced by Power Judd holds records flat and upright between sprung support panels.

Unmounted OHP transparencies cause trouble in storage and retrieval. If filed in boxes they are easily damaged, difficult to label, and tend to stick together. Many producers sell unmounted transparencies; some with punched edges for use on special plastic frames. It is advisable to mount them, both to simplify labelling and lengthen life.

Alternatively unmounted transparencies can be bound into the Filpatran book system produced by Transart, which enables sets of notes to be kept with notes, and viewed on the projector with a Filpatran viewer. The book can be spine labelled and filed in a conventional shelving system.

Storing films needs careful consideration, they are expensive and must be protected from dust, heat, moisture and mildew. Special film storage racks should be used for large collections. Some office equipment manufacturers produce single film racks which can be used

in ordinary filing cabinets and filmloops can also be stored in their boxes on conventional shelving.

Videotapes and video cassettes are unlikely to have reached the resources centre in any way as a permanent resource, but their existence as off-the-shelf school broadcasts is ephemeral. These can be filed in cabinets in a separate part of the resource centre.

Apart from the many audio-visual materials there are many other possible resources such as ragfiles, maps, press cuttings. Many of these can be kept in plastic bags, wallets, boxes and files. Improvisation is often necessary as cataloguing and labelling are efficient and resource materials can be incorporated into the centre easily retrieved.

The chart on page 31 means comprehensive selection of the major producing audio-visual systems and gives examples of units which are selling. Many well designed units are expensive but trusted catalogues may suggest approaches for do-it-yourself some media.

● Pictures from left to right: Vertical A/V storage from Don the Multitray from Rane storage boxes from E. J.

Standing up straight

Michael Watson, the designer who runs the toy and furniture workshop at Church Hill at Totland Bay, Isle of Wight, has produced a series of standing boxes for handicapped children who have difficulty standing. These simple pieces of furniture release such children temporarily from the need to cling, and free both hands for play or learning. They also allow the children momentarily to lose their appearance of abnormality.

Visually the boxes are reminiscent of the modern supermarket check-out desk and indeed they can be used with normal children for shop-counter reckoning games. A wide platform base ensures stability, while a detachable, adjustable workshop top provides play space large and solid enough to take heavy objects or materials, such as sand and water or clay. When not in use, the boxes can be easily dismantled.

Worktops slide into runners fitted

Sand and water play can be transferred easily and without mess from the classroom to the playground with a new trolley made by Pel Ltd, the educational furnisher, of Oldbury, West Midlands. Framed in stainless steel and with castor mountings on two legs, the trolley carries two trays made from blue moulded plastic. The lower is a plain shelf, the upper moulded into two basins—one deep, one shallow—to contain the play materials. Both trays can be removed for cleaning.

to the sides of the box and a choice of two positions at heights. The upper panel is appropriate for normal play, the lower for activities such as water play or for using toys such as xylophones or typewriters. The single workshop top is supported at each end by a front panel. The double top is supported at each end by boxes it connects.

The bases are adjustable, allowing closer proximity to the work surface, or wider separation for elimination of an unnecessary junction when used with a wheelchair and a centre fixing which gives stability on all sides when being used by itself.

Constructed of plywood, beech, sealed with polyurethane varnish, the boxes are suitable for all nursery and primary schools. They are available in sizes from the small single box (£35, carrying 25 lb) to large double unit (£70, carrying 50 lb).

The trolley is 3ft high, 2ft wide and costs £120. From the same firm come new seating cubes. Made of moulded plastic, they are available in blue, red or yellow and 12 inches by 12 inches by 12 inches. They are hollow, and left open both to make them easy to move and to allow the space within. Both these items are available from the firm's range of educational furnishings, designed with the Department of Education and Science.

31 Furniture

S	Slides	T	Tapes
W	Wallcharts	C	Cassettes
Tr	OHP transparencies	R	Records
F	Filmstrips	M	Multi-Media
Fl	Filmloops	P	Pamphlets, etc
F	Films		
of container		P	Packs, albums, wallets
c	Cabinet	T	Tray, rack, bay, etc
b	Box		
s	Suspended packs		
v	Vertical	m	Modular units, can be selected as required
h	Horizontal	uh	Unit can be incorporated in conventional library shelving
fr	Free-standing unit	i	Units can be interlocked
wm	Wall-mounted unit		

Figures in brackets after the medium indicate number of items stored
* Price includes stand

Prices given should be taken as a rough guide, and should be checked. On many items reduced prices are available for quantity orders

Company	Trade Name	Product	Price (exc VAT)
Visual Library Services Ltd 13 Powdrake Road, Grangemouth Highshire FK3 9UT	Slidepacks Mediapacks	p-S (6-135) p-C+N; p-S (108)+C+N p-F+N; p-F1+N; p-T+N c-S (5000)	70p-£1.05 85p; £1.75 £1.05; £1.15 £54-£295 £352*
Visual Material Supply Co Ltd 14 House, 1 Alexandra Road Barnborough, Hampshire	Optia Stordia	c-S (540-2,160)	£54-£295 £352*
Monite Enterprises 11 House, Newnham, Glos GL14 1BJ	Paper pot	v-W	£16.20
Impact Design Ltd 1 Queen Street, Bentley-on-Thames Oxon RG9 1AR	Eucora	t-R (40), 1 t-C (15-40), 1	£6.95 £4.55-£9.20
DB Engineers Ltd Berley Hill, Luton, Beds LU1 3EP	Slide-master	p-S (180)	£7.70
HF-H Accessories Ltd PO Box 78, Hemel Hempstead Herts HP2 4RL	Cassette storage	p-C (60); c-C (30) t-C (40)	£1.10; £7.13 £4.26
Amara Cases Ltd 100 Park Road, Peto Street South London E16 1AJ	Sinko disc Sinko tape	t-R (95), 1 t-C (10), 1	£2.77 73p
Diana Wyllie Ltd Park Road, Baker Street, London NW1	Viewpacks	s-S (12-24); s-S+C/T s-T; p-Fs; p-S (400)	35p-49p; 53p 45p; 28p; £5.75
Gresswell Ltd 100 House, Grange Park London W21 1RB	Avon Media files Diplomat AV AV storage Bantex	b-Tr (20); b-S (120); b-Fs (20) 84p; 32p c-M, m, sh t-C (17); t-S (120); t-Fs (53) 55p; 68p s-R/T (60-250), R, sh £36.78-£1	
J. Arnold & Son Ltd Waterley Street, Leeds LS10 1AX	Storage boxes	b-Tr; b-p	17p; 4p-36p
Elite Manufacturing Co Ltd 100 Works, Station Road Barnet, Essex CO11 1DZ	Grip-Plan Elite Plan files	v-W (120), fr; v-W (120), v-W various	£58; £15.50 various
C. Brown (Steel Equipment) Ltd 100 House, Bletley, Surrey	Bibley	c-Fs (200-600)	£10-£30
Small Products Ltd 100 House, Larn, Northern Ireland	Carola tape wheel	t-C (3k)	£3.98
Flexform Ltd 69-73 Theobalds Road, London WC1X 8TF	Flexiform	c-M, m, sh	£86-£240
Hodgman & Son Ltd 24 Eldon Street, York YO3 7NR	Vistaplan	v-W (800), fr; v-W (480), v-W	£70, £150
W. J. Wisdom & Co Ltd 100 House, Wey, Clacton on Sea Essex CO15 4AA	Drawing office furniture	h-W	£98-£158
R. Distributing Co Ltd Waterloo, Chesham, Bucks HP5 1PQ	Buffetti	s-S (24) t-S, b-S, p-S, c-S	79p various
Korrosal Trading Co Ltd 25 Southway Bridge Road London SE1 0DN	Brainus	s-S (24) p-S (300)	40p £6.32
Librex Educational Co Colwick Crossings, Notts NG2 4BG	Kingston Record Browser Selecta Rack Keyboard	c-R (200) c-R (250) t-C (20), 1	£47 £32 £2.50
Merriane Robson Ltd 100 House, Blydun-on-Tyne Tyne	Rogers slide holder	s-S (20, 24) p-S (180)	25p-28p £3.35
Shelving (Industrial) Ltd 100 House, Green Works North West Road, London W2	Ranplan	h-W (700)	£132-£245
Richards Hunter Filmstrips 100 House, Oxford Road, Oxford	Filing cabinet Ring-file storage	s-S (24) p-S (12, 20)	20p 10p, 20p
Normid Ltd 100 House, Oxford Road, Oxford	Normid	v-W (250-1,000), v-W v-W (250-2,500), fs v-W (1,250-2,500), fs, c	£16.50-£105 £112-£206 £152-£321
Viscra Ltd 100 House, Sutton, Surrey SM1 1SH	Vistone	c-C (66, 132, 198)	£33.50, £58, £83
Whitcomb-Science Ltd 100 House, Canvey Island Essex SS8 0PH	Rowl Viewing/storage desk Abodia Slide storage "cassette" Chart storage	c-S; c-Fs; p-S c-S (1920) c-S (200-2,400) c-S (24) v-W (100)	various £110 £132-£226 80p £22-£30
Polstra Educational Trust 100 House, London W13	Plan files Polstra 6000	h-W; v-W c-S; c-Fs, m	on application on application
Polstra (Materials Handling) Ltd 100 House, Esher, Surrey	Paddock Paddock Cabinet	t-R (100) c-R (200)	£7.10 £24
Polstra Ltd & Co Ltd 100 House, Northington Street London WC1H 2JH	Premier	c-F	£74-£153
Polstra Vickers Ltd 100 House, Lansdowne Road, Croydon Surrey CR9 2HA	Jumbo filing cabinet Vertical planfile	c-S; c-F; c-T v-W	£82.64 £252-£278.76
W. V. Kanyon Import 100 House, Somerset TA21 8AJ	Abodia Abodia AV-Centrum	c-S (1,000-10,000) c-M	£136-£470 £400
Abodia Vickers Industrial Estate 100 House, Gray, Essex RM17 6ST	Resource cabinet Picture chest	c-M h-W	£300 £25
Terrapin Ltd 100 House, Blatchley, MK2 2BQ	Multi-media storage cabinet	c-M, m	£99-£126
Transart Ltd 100 House, Lane, Godmanchester Huntingdon PE18 8AU	Filpatran Abodia Rowl	p-Tr (30) c-S (200-2,400) c-S (180-4,000)	£2.25 £32-£222 £16.83-£93.64

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The Times Educational Supplement



Johnny has three distinct storage problems



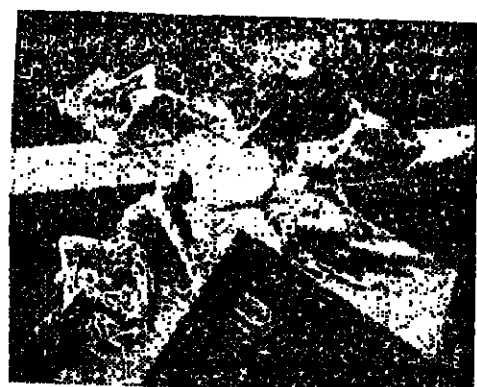
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32 Furniture

Pleasing yourself

ANNA SPROULE on Kent's furniture factory

Just across the M20 from Maidstone lies a small, struggling industrial estate. Most of the factories on it belong to run-of-the-mill commercial concerns; one—a low, unassuming building called the Corbridge Depot—does not. Corbridge is owned by Kent County Council, and it is here that most of the desks, tables, cupboards and even gymnasium equipment used in Kent schools, police stations and local authority offices, is produced, all of it according to the county's own designs.

Outside, the depot is heavily scented by the bacon-curing factory next door. Inside, other smells take over—timber, glue, machine oil, and in one department an almost overpowering reek of pear-drops. This comes from the varnish sprayed on to countless table and desk tops. It is quick work: a minute's treatment with a spray gun and an elegant mahogany top for a coffee-table is laid aside to dry. The spray-gunner's equipment—the pressurized drum of varnish and a revolving stool to rest his target on—looks ridiculously small beside the immense machinery installed to dispel the acetone fumes.

Next door, in the sub-assembly department, two women with a transistor radio have the job of assembling the lockers that fit under children's school desks. Six pieces of white chipboard are placed in position; a lever is pulled and—bang!—another locker is ready.

Further over still, in a bay between piles of timber and furniture components, stands a broken-down vaulting horse, rather frayed at its leather cups. Beside it lies a tangle of rope; nets for a climbing frame. The frame itself—at the moment, a collection of carefully planned longish timber—is not far off. Amid it all, the gym equipment specialist works steadily on repairs on hand.

For its size—35,000 square feet—the Corbridge Depot seems somewhat under-populated. The craftsmen, machinists and assembly hands are dwarfed by the sheer bulk of their raw materials and the finished products.

Stacks of wood are everywhere: iroko, mahogany, beech. It appears that there is not much call for beech, but one school in Dover has asked for a teacher's desk made of it, and, ready labelled and gleaming, this now awaits dispatch. There are slabs of Formica, red and yellow, bought specially to comply with individual schools' colour schemes; there are stacks of primary school tables; there are curious nests of metal uprights, arranged in a spiral, which the primary school table-tops sit upon.

Piano stools in beechwood, sprayed chipboard storage units, cook's tables that cost Kent £50 apiece to produce but would sport a £90 ticket in a shop—Corbridge contains practically everything a school could want, with the exception of soft furnishings and the more complicated forms of laboratory and art equipment.

Along with the spiral nests of table-frames, this gap in Corbridge's contents holds the clue to the factory's apparent under-population. Most of the Corbridge operation is based on the premise that the component parts of a table, locker, or storage unit are actually manufactured elsewhere, to Kent's specifications. Corbridge itself is, in the



Pedestals are fixed to a school desk in the Aylesford, Kent, factory of the Kent County Supplies Department.

main, a vast assembly plant—and assembly is less labour-intensive, and therefore cheaper, than manufacturing an item from scratch, even though the method does not lend itself to the production of easy chairs. It is the assembly system, along with a particularly efficient scheme for 'aging' the changes on the components involved, that has allowed the school in Dover to depart from normal custom, and order a beechwood desk.

Desks—or, at least, their tops—are among the few items that are actually manufactured at Corbridge. To make up the Dover order, a nice piece of beech was selected; four metal legs from a stock bought in from elsewhere were attached; drawers were slotted in to the number and depth that the school had stipulated; and the thing was sanded. Tabletop, legs, and drawer sizes are all variable; Dover could have had a square beechwood coffee-table if it had wanted to.

Everything that Corbridge produces is purpose-built in a similar way. The client—school, police station, court house or local authority department—selects what they want from a catalogue and their choice is made up to order. Even if they choose items that have never been made at Corbridge—Kent's standard office-type chairs are a case in point—everything will bear the Kent design hall-mark: the chairs in question are manufactured by a leading firm incorporating the county's modifications.

The astonishing thing is that Kent manage to accompany this attention to detail and individual demand with a substantial saving in cash. "Our object," says Mr W. J. Campbell, the deputy county supplies officer, "is to design for utility, functional characteristics, cost, interchangeability, robustness, and aesthetics." (Where school furniture is con-

cerned, account is taken of the use of a teachers' consultative panel, the education staff who may be consulted. And he adds: "Our are probably 20 per cent lower if we went outside. We have a design staff, and we have a similar buyers who obtain the best possible prices for the components. It goes without saying that items are bought in bulk, and force more cheaply.

Interestingly, the whole of the assembly system that such economies possible was set up eight years ago, in a period of relative financial plenty. The advantage then was the element involved. Since the supply was almost totally cut off, a new school building was ready, and it was the building plans, you can see, that the items of furniture people have caught up with operation.

Obviously, this still holds true, but the overlying view must surely be financial. Mr Campbell and his team are currently hoping to turn their 50 per cent saving into a still bigger one. Some of Kent's furniture are now getting a new look, the design prototype for Kent desks-table incorporates savings in one. For a start, the design is based on a table which various desk combinations can be made. Also, since drawer pedestals are faced with a mine, standardization of basic components has been achieved. Even though wood finishes have been used, is considerable flexibility of design by the user. The net result, hoped, will be a handsome saving in the use of materials, and aims with a 20 per cent price reduction on the current model.

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33 Furniture

One-way traffic to an island of resources

The layout of the traditional classroom fails to satisfy the conditions for resource-based learning says PHILIP WATERHOUSE, and suggests some alternatives

Resource-based learning offers substantial benefits as a style of classroom organization, but it also demands conditions which teachers find hard to fulfil. The claims are that it promotes a more active sort of learning; greater possibilities of individual and small-group work; informal, cooperative, and practical workshop atmosphere; a further induction of students and teachers; enhanced roles for teachers.

But in order to enjoy the benefits, there must be a determined attempt to satisfy the conditions. A large resource collection is needed; it should be close at hand; its materials should be designed for pupil use or small-group use; it should be organized by a teacher willing to abandon old ways in favour of newer responsibilities.

Few teachers can satisfy all the demands of resource-based learning. But experience is being gained, and the traditional support is on the increase. So thinking about the layout and organization of classrooms is likely to be a profitable exercise.

The layout of the traditional classroom is unsuitable. The focus of attention is the teacher at the blackboard. Other resources are peripheral both in location and importance, and used primarily to add pliancy to the lesson. Attempts to introduce resource-based styles into such a room bring chaos through the cross-flow of resource-seeking and resource-carrying traffic, and the difficulty of organizing and classifying the materials properly.

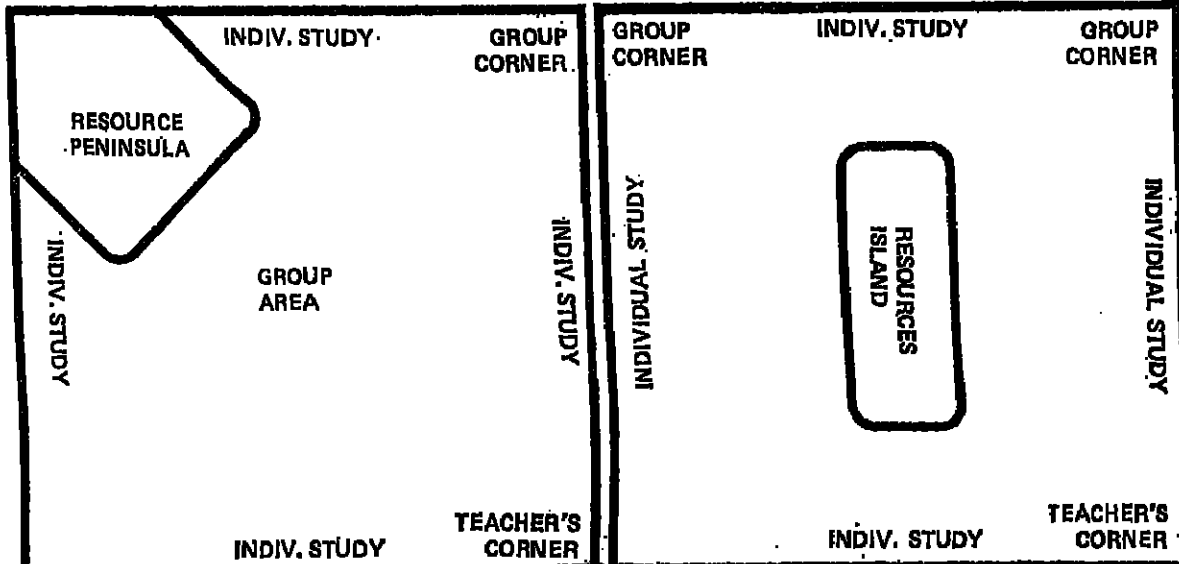
Dissatisfied with the traditional layout, many teachers have emphasized the importance of group work and introduced a "dining room"

layout. This is splendid for organized discussion, but alas, also for trivial conversation. The resources remain peripheral and the traffic problem has not gone away.

From the conditions which resource-based learning demands, three clear principles emerge. ● Seating for private study is the most desirable, but the most difficult objective; it should therefore be given priority. ● If the resource collection is to be big and properly housed and organized, and if resource-seeking and resource-carrying traffic is to flow smoothly, then the resources must be concentrated in one part of the room.

One way of implementing these principles would be to turn the classroom inside out, putting the children's desks on the perimeter of the room, facing outwards. Several advantages suggest themselves: services are usually available on the perimeter—socket outlets for audio-visual equipment and water for practical work; private carrels can be more easily established against a solid wall; small group collaboration can be easily arranged; greater privacy for individual work can be achieved.

With the centre of the room free, the resources can now occupy a central island, or more likely, a cluster of islands: one island for audio-visual hardware; another for a carefully labelled and controlled selection of "office sundries"; another for the charts and indices which map out the possible routes for individual study; another for



Two alternative classroom layouts.

reference books; and the main island for the organized software collection of booklets, worksheets, tapes, filmstrips, which are the heart of the system.

This is a busy, crowded area because the channels between the islands will, of necessity, be narrow. And the islands themselves must be carefully designed, each for its own tasks. The flexible systems now on the market, which offer a basic carcase and a choice of adjustable shelving, filing, fitted plastic boxes and wire baskets should solve most problems, but there are also the single do-it-yourself systems like Speedframe. It is important to retain flexibility, so castors for each unit are a worthwhile extra.

One of the big difficulties of the resource-based classroom is noise; at any given time some children need discussion or consultation, while others need quiet for concentration. Within the classroom

itself, if flexibility is to be retained, the only possibility is the partial solution of acoustic screens. A better approach is a planned invasion of the space outside the classroom. Corridor and cloakroom space, often lavishly over-provided in older schools, can often provide the base for the collections of software and hardware, and a place for group discussions. Or alternatively, a few built-in carrels can provide a "withdrawing" area for larger periods of private work.

Finally, the teacher who gives more time to guidance and preference to exposition needs a different kind of space—a consulting area where, quietly and privately, difficulties can be examined, new opportunities found, remedial practice organized, and challenges presented. Across-the-desk interviewing is not right for these needs, nor is a cosy face-to-face in comfortable chairs. It requires side by side working, so that

one or two can sit with the teacher looking at new materials, repeating, and practising. The area needs to be an information centre, too, with display of the course map and the classification of the resources, and files of the pupils' progress. So work surfaces, display and filing seem to be the essentials and if some privacy can be achieved by means of low acoustic screens or glass screens so much the better.

Of course the classroom for resource-based learning will adapt easily enough to the teacher-based mode when required. Children who have spent time working privately or in small groups are usually more ready to listen; the teacher's skill in exposition, in motivation, and in inspiration will never be replaced. But the norm of classroom layout needs to be changed from the teacher-based to the resource-based, and it can be done in existing classrooms.

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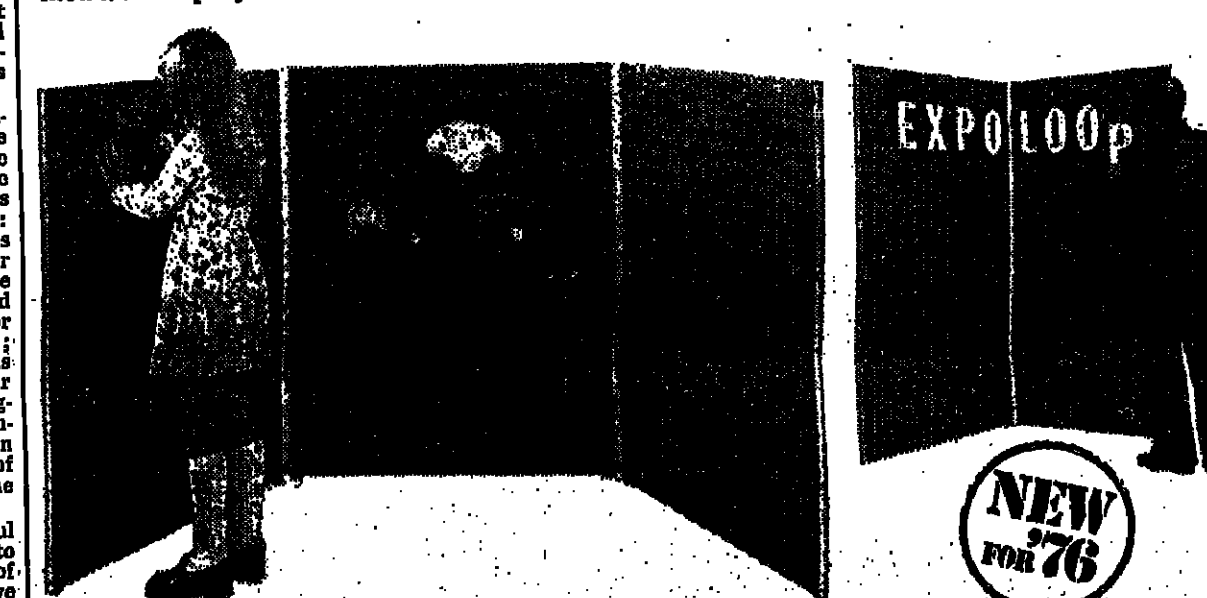
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Language of music

Music through the Recorder. By Kenneth Simpson. Pupil's book 80p. Teacher's book 80p. Pupil's book 20p. Teacher's book 20p. Published by Nelson. Playing and Composing on the Recorder. By Ruth Etkin. Oak Tree Press £1.95, 7061 2080 9.

Just as the majority of new recording artists, and advances in recording technology as well, assume an obligation to prove themselves before the public by what they can do with the fossil repertoire of concert works, so music educators and their publishers conspire, year in, year out, to discover ever more glamorous and contemporary ways of promoting the standard austerity diet of school music.

"A course in musicianship... a structured introduction to the language of music", it says on the cover, and in the advance publicity of Kenneth Simpson's new series *Music for the Recorder*, a set of three pupils' and teachers' editions of which parts one and two have so far been published. Those whose knowledge of music and experience of teaching it is limited to the primary school—and judging by the market for this sort of thing, there are many such unfortunate around—might be disposed to take such claims seriously, for the brief moment of attention in which a decision to purchase is normally made. To be fair, this series holds its own in its own company: it is as worth recommending as any other recorder series available, if you like that sort of thing and can afford to buy. By any other musical criteria, however, the claims are unjustified.

No amount of systematization can remedy the inherent defects of music teaching convention which expects a majority of teachers to be ignorant of the art, if not of the fundamentals as well. No amount of theory and expertise can render teachable to groups of lively youngsters (in periods of a few minutes every week) a subject which normally requires experienced and qualified instruction on a one-to-one basis over many years. It cannot be done.

One has therefore to compromise, in quality and in scope, and this series follows the traditional pattern, in its emphasis on reading and playing skills, at the expense of exposing

the scholar to music by real composers, and developing the ear. The emphasis on practical exercises is fair, given the attention span of young players, but there is no longer any excuse, particularly in the field of recorder music, for retaining the practice material currently in use.

Britain now leads the world in early music research and performance: the musica antiqua desert is flowering once more, thanks to the spirited cultivation of a new generation of scholars. A David Mourou could tell Mr Simpson what music could be mastered by 11 to 13-year-olds; that the author, the head of teacher-training music department, hasn't himself initiated such a dialogue with the recorder professional, or kept in touch with the literature, may be taken as indicating the class of musicianship to which this course aspires.

Ruth Etkin's *Playing and Composing on the Recorder* may be of use to teachers with the occasional bright pupil who wants to read further about playing the recorder in between bouts of practice. Such a paragon deserves better than the author's tremulous style and limited musical range, but—composing aside—suggestions for making a recorder case, a music stand, and a number of ad hoc percussion instruments might well be just the thing.

Robin Macnicole

Music and Language with Young Children. By M. Checkfield, P. A. Binn and V. M. Robins. Basil Blackwell £4.50 0 631 15330 6. Musical Activities with Young Children. By Jean Gilbert. Ward Lock Educational £2.95 0 7062 3462 6. Ages. By Esther L. Nelson. Oak Tree Press £2.25 7061 2469 3.

The first of these books describes an experiment with 10 classes of children from four plus to eight years of age. It records the results of a team of teachers working with the headmistress and assisted by music specialists and the school's three county advisors and other specialists. Ideal conditions! Too often, alas, those coping with music at this level receive little or no support from their colleagues. The aim of the experiment is to arouse and encourage an awareness of sound and to explore in the widest

sense its creative possibilities. The children discover, in an enthralling sequence of sound adventures, the natural characteristics of pitch, volume, duration and quality. They learn to discern beauty, to select and discriminate between sounds. I was fascinated by the authors' insistence on the children noting down on paper the sounds they discover, making their own "scores" from which they can subsequently play back the sound-patterns they have evolved. This is done before any notion of musical notation is taught: the children unhesitatingly pour out their own ways of notating what they hear, and this outward flow of inventiveness effectively stimulates their powers of self-expression in both music and language.

All this exciting and imaginative work lays sure foundations for the children's future development. Any weaknesses stem from the inadequate musical knowledge of the teachers. Apart from obvious inaccuracies of terminology—a minim is labelled "semibreve" (p62) and there is some confusion in the use of the terms "stave" and "clef" (pp 70 and 176)—there is a sense of insecurity each time the authors tackled a really basic musical problem, such as early vocal training. Early, accurate pitch training, too, was barely touched upon. The experiment could be of inestimable value in the earlier stages of the primary school, but would need strengthening by clearer technical knowledge of both music itself and of how to impart it to young children.

Jean Gilbert's *Musical Activities with Young Children*, written along more traditional lines, is exclusively geared to music. It contains, among other practical things, an appendix of notated songs, including many old favourites set, unfortunately, for the children's voices. As for Esther L. Nelson's *Dancing Games*, this is an attractively presented selection of games and dances with precise instructions and simple accompaniments. Essentially American in style and repertoire, it might provide useful supplementary material for any teacher who is not too squeamish about the quality of the words: indeed, in this respect it is poles apart from *Music and Language with Young Children*.

Mary Berry

Stranger than fiction

Francesca Greenoak on everyday facts

The Bodley Head Outlooks and Insights Series: Windows. 370 01587 8. Pipes and Wires. 370 01588 6. By Rosenary and Charlotte Ellis. £1.75 each.

The unprepossessing covers of these two books belie the spirit and variety contained within their pages. True, each is only 48 pages of plain black and white, but, for my money, the vitality of the writing and style of information is worth more than the glossy presentation of the international colour book—package which turns out to be mediocre in content. This is not to suggest that the design of these two books is in the least dull: the monochrome photographs (taken by one of the authors) are good, and work very successfully.

These books display an intelligent sympathy with children; ideas are given expression with an unconfident and light touch. Perhaps this is because the originators and writers are mother and daughter. They clearly understand

each other and the way the series—the extended facts of everyday life—is in itself, not a novel, these books belong to the category of a subject to be conveyed in an accessible way.

Windows is a marvellous book. We look into the windows of many different houses and see the different functions of the rooms and offices. In the end, I learned what a clear sequence of how stress operates in the body above a window, falling out of a window, good reading, but one so wide a subject, the nature of the topic, more on diagrams, which exciting as the text or pictures in the book down a line, there is a strong contrast and wires on large and small pipes and electricity, dams, turbines and

Tasks to tackle

D. W. Blades

Take a Look at Yourself. 0 216 89935 4. Take a Look at What You Can Do. 0 216 89936 2. Take a Look at Growing. 0 216 89917 0. Take a Look Outside. 0 216 89938 9. By David and Christine Milman. Blackie 63p each.

These slender books are intended to provide an introduction to topics for children between the ages of six and eight. Children of this age, even though they may be able to read adequately, find the selection very difficult, and demand a considerable amount of attention from the teacher. Too often the children are reduced to copying chunks of undigested prose from half-understood reference books.

However, these authors have tried to provide a sort of halfway house between the out-and-out workbook and the reference book. They have worked on the premise that small children will study best the things

on which they are already that is, themselves and their surroundings. The books are intended to order and give information in a sensible way.

Books of this type overwhelm children with much on one page, instructions, too many or, quite plainly, too many. These books, however, are simple and are simple enough to prompt a constant teacher. The tasks within the ability of the child, and the range of it is varied and wide, is little chance of the child being bored. Each book is a work of art, with its own style and models as written work.

With each set of the series there is a task line which offers suggestions for further work and experienced teachers will find it useful.

The impossible magic moment

Veronica Finch reviews books on teaching reading

Reading Readiness. A United Kingdom Reading Association Monograph. By John Downing and D. V. Thackray. Hodder, 340 19978 4. What Did I Write? By Marie Clay. Heinemann Educational £2.00. The First Reading and Writing Book. A Handbook for Teachers and Parents to use with Children. By Margaret Houston. Shephard-Walwyn £4.95, 0 85683 008 9. Paperback £2.95, 019 44. The Road to Effective Reading. Tenth Conference Report United Kingdom Reading Association. Edited by William Latham. Ward Lock Educational £2.80, 0 7062 3407 3. Children and Writing in the Elementary School. Theories and Techniques. By Richard Larson. Heinemann Educational Press £3.75, 0 19 50194 8.

The study of human skill behaviour suggests three main components. First, a cognitive one, where the learner develops concepts and understanding of the task. Secondly, a linking of response to stimulus. Thirdly, a competence where the skill has become a tool to be used spontaneously, flexibly, creatively. Reading is just such a

skill. One of the most useful books recently written for teachers and educationalists (*Special Provision for Reading*, By David Mosley, NFER, reviewed TES 15.8.75) claims that children with learning difficulties have a raw deal in many schools. Positive educational intervention is effective but is sufficient attention always paid to each stage of the development of this difficult and essentially human skill of reading to prevent children becoming casualties needlessly?

The concept of the term "readiness" is explored by Downing and Thackray. This is seen not as seeking the impossible magic moment to begin reading; rather it is the conscious preparation of child to task and task to child's needs. The book reviews research in this area and offers information and new ideas. It is a valuable source of reinforcement for the teacher already persuaded of the need for a child's "preparedness" or "entering behaviour" at various stages of skill learning. For those who have overlooked the importance of such factors it offers serious discussion and clear argument. Teachers involved with remedial programmes and infant and junior teachers have a direct interest in this book.

Marie Clay has collected children's own work from parents and

teachers. Her aim is to sharpen awareness of adults to the possible meaning and implication of what children are doing in their early attempts at writing and the focus on the child's point of view. Clay suggests how sensitive and skilled the adult needs to be both to understand what a child is about and to develop basic skills. In the later chapters sloppy reference to research data is irritating, while analysing and categorizing the samples gives the work a quasi-scientific air. It adds little, certainly not scientific respectability, particularly as the law of parsimony has been so sadly ignored.

While Clay does not claim to suggest teaching methods, Margaret Houston does. Unfortunately, the transition from a direct teaching situation to a written account of the author's ideas and approach has not been a happy one. Good teaching points are made (notably instruction and practice of letter forms) but inconsistencies mar the book. The author, moreover, never quite leaves her blackboard, while the roles of teacher, parent and child fuse confusedly in her audience.

William Latham edits a collection of papers presented at the 1973 UKRA conference. The articles are short but the references good, so the collection offers points of de-

parture for further study. Teachers who are also Open University reading development students will find many of the ideas familiar. Sections like "the Development of Silent Reading" (Pugh), "Developing Aural Skills" (Daly), work in middle schools (two articles, Moyle and Merritt) or "Reading for Learning" (Thomas, Augstein and Farnes) would make good material for teacher discussion groups as well as interesting the individual teacher. The book is useful as the material covers the entire range of skill learning from latent to automatic stage in reading.

Richard Larson's book is essentially written for the American market. The material covers theory and classroom techniques and good practical examples and suggestions are given. A strong claim is made that there is an excitement in the British school today that is apparent and most refreshing to the (American) visitor. For me this collection of 29 articles (eight by British authors) was a morale raising experience which I enjoyed. Except, that is, for the questions at the end of each article. The same reproach applies to Clay's book. I take exception to the participation an author imposes on me, the reader. A student text is one thing, a book to read another. us all.

One of the many illustrations from "How we used to live 1908-1918" (Macdonald 75p) which could provide endless project material for eight year olds plus.

This apart (plus the American terminology, spelling and the fact that all the articles have already appeared elsewhere) collections like this can be both fashionable and interesting. This one has most relevance for English subject teaching. However, many of the articles suggest that stage three of our original proposition is attainable in our schools today, and that interests us all.

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Will of the world

Ralph Lavender on avoiding "ex-literacy"

Society is guilt-ridden just now about all those who have become adult illiterates in spite of the best and the worst that schools could do to them. The attack on this problem, of course, is overdue: the illiterate's life chances are severely circumscribed. Yet perhaps society should carry an even greater burden of guilt for its millions of ex-literate members, those who can read but who—never having discovered what it could do for them—do not read. So we have to think, not just about reading at school, but about reading; and about reading as part of something much larger, which is using all kinds of language for learning.

Exactly what is it that marks out literacy as such an important kind of human behaviour? The literate are the people who see themselves as making up their own roles in society and deciding what they will do. They, in St Augustine's words, can have their "will of the world". Of course, one needs to be able to read so as to know what people are telling one through the printed word and that is something not to be dismissed or despised. But is the mere getting of information, as emphasized in the Bullock Report, really enough on its own?

It is likely that children turn against reading as a skill, as it looks to them like show jumping, and only after jumping the last fence can one become a literate person. Such an approach sacrifices concepts about literacy for the sake of accurate, perceptual identifications of black marks on white paper. These children become by choice ex-literate, after 10,000 hours of schooling. Nor is it enough to say that literacy is essential because society demands it and will punish you if you fail—which it surely will. Because the demands of society are growing yearly more complex, the risk of illiteracy and ex-literacy grows, too. We should know by now that reading is much more than the sum of 48 discrete skills. A learning experience that means something to the learner cannot be made out of a process.

Is it yet enough to say that being literate gives you access to the cultural heritage as well as to the blandishments of the advertisers; to the best of the past as well as to the worst of the present? That way, reading becomes something for consumption, not for participation; and for the learner, everything has to be brought to him by a teacher, who will ask for feedback afterwards, while the child cannot give anything that he already has of his own. Paulo Freire said: "The more completely (the teacher) fills the receptacles, the better a teacher he is. The more meekly the receptacles permit themselves to be filled, the better students they are." Any teaching methodology in reading will carry with it all kinds of assumptions from which the learner builds himself a model of what reading is supposed to be like; and, all too often, the model of reading presented to children gives them a very restricted view of what it is. Unless we are careful, children will deduce that reading, education and even life itself, are things to be suffered and not done. The child will learn that his own language does not even belong to him. When we offer a child literacy, however graciously we do it, we offer him our valuation of reading and of him. If our invitation suggests that, not only is reading like show jumping, but also that all we think the learner fit for is someone else's literacy, should we be surprised when he chooses ex-literacy?

It may be that no fixed programme and no implacable goals can be set for learning, and that it cannot just be speeded up. Otherwise, we might end up with something like forced rhubarb: thin, stringy and tasteless. What we must provide is the seasons in their due order: more heat and light; perhaps some fertilizer; and a hoe for the weeds. The teacher's task is to foster the growth of the autonomous reader: that is one who can and who does read for a wide variety of reasons, and who therefore can control his own input. Such a reader could not be anybody's victim. The teacher's role now becomes that of the spectator who shares with the child the range of purposes, wide and deep. He must also initiate the child,

if this has not already taken place, into the inner satisfactions to be found in books. Barbara Hardy wrote: "For we dream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate and love by narrative. In order to live, we make up stories about ourselves and others, about the personal as well as the social past and future." How else will a child know what to expect of literacy, unless we ensure that he knows this? Any kind of approach to reading should therefore employ materials capable of carrying real meanings for the learner, and it must make use of how children construe print, books and stories. In fact, a child cannot have concepts about print and books unless he also has concepts about stories, and he cannot have concepts of carrying real meanings in the stories. The way his concepts grow out of this knowledge can be mapped, and children show an uncanny similarity in the way they develop these concepts. Furthermore, the learning materials and the teaching must make the child a responsible participant in his own learning processes and for his own purposes.

Adults do not always read "improving" books, or books more difficult than the ones they read before. Why should we expect children to behave differently in this respect? Reading for information, thrill, to pass the time, for relaxation, to pass the time, for emotional sustenance—are these not all legitimate purposes for all reading? But perhaps the most important part of the teacher's task is to demonstrate to his learners that he also reads for his own purposes, his professional competence as well as his inner satisfactions. If he is not a reader in this sense, what business has he to be teaching literacy? Example is better than precept. It is, no doubt, true that children do not do things for no reason, unless the things we ask them to do have no reason in the first place or we are uncertain about the reasons. They are just trying to keep us happy. But they will not go on doing such things when they no longer need to please anyone but themselves.

What do we need to know if we are to accomplish the teaching task successfully? We must know, in the first place, how a child construes his own learning processes, especially in reading; how he construes himself as a learner and a reader; and how he construes reading itself. And he has to be able to construe himself as someone who can read and who actually does, before he can become able to do it. The responsibility for what constructions he places on the act of reading will largely be ours, and we can find out what those constructions are by asking him.

Many children do not associate reading and books with stories. One child will say that "we read to get off the book", and another that his book is "not about anything, it's my reading book", and a third will correlate reading with cards and say

that "school books aren't interesting". Such children may be heading for ex-literacy. We need to understand that, in the same way that no one can learn how to mean without learning to intend to mean, no one can learn how to read without learning to intend to read. He must know about the act of learning itself and what he has to learn before he can learn. And once he has learned this, he stands on the bridge. There is evidence to suggest that having an intention to read hidden powers in the human organism.

An approach to reading that is a child's own constructs of literacy and of what is involved, which will have derived from experiences in which schools can play a major part, combines an approach that regards reading as something one does for one's own purposes, such an approach is likely to create lasting learning. Those aspects of reading that have to do with the skills, the basic uses of literacy, and our written heritage, will grow of it and be rooted in a child's life if only we can get the right. But if these aspects are first, they will swamp the motivation of literacy. It is essential to recognize that learning to read is the first experience of receiving in school which will date himself and the world he is in, both in his own and the eyes. If he should fail, how will it take him to recover?

It is crucial for children to be in on the act of their own learning. Writers as diverse as Y. Y. Frelre and Holly have agreed point. Only in this way can we feel that they have power, strength to change their own and to find in themselves impulse to go on learning and achieving more. Yet, often, as Rogers explained, "educational learning to live your life by people's standards", and who, after a lifetime of being discovered that what he was after all was a learner. He adapts that "to teach is to learn twice" is wrong; to teach is to learn for ever and to go on learning alongside the children. But it is right that we as teachers, in our own purposes means the power and the strength to grow and change and to be. And even has to play an active and a role in their own process of being literate. If they are not to become ex-literate afterwards.

We must also recognize that chief reason children have for wanting to become literate is that they want to know what is happening, what happens next, and later on what might happen next. They carry in their heads all kinds of "narrative tracings" from stories they have heard and the ones they have made up themselves. They know how stories are constructed

continued on page 46

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Very few people who have been in contact with primary schools in recent years, either professionally or as parents, will not have heard of "Fletcher and Howell". Its introduction into primary schools has often stimulated a new interest and pleasure in mathematics to both children and staff, despite the initial apprehensions of some teachers.

The most recent addition to the series, Book 0 of Level One, has been written mainly as a general introduction for those children that have not used the infant Level One series. As usual, the teacher's resource book contains a thorough explanation of the mathematical concepts and provides a tremendous variety of imaginative ideas for the teacher by way of general activities for the class and suggestions for teaching each page of the pupil's book.

It is a pity that, with so much helpful material available in the resource books, the effectiveness of this series is still weakened by some teachers' belief that it is sufficient for their pupils to just work through the children's books.

This resource book also contains a summary of the mathematical development of Level One, as published in the Teacher's resource book for Level Two, books one and two. This is valuable, in that it clearly indicates how the approach of Level One leads to the concepts of number and operations with number, and the early development of such topics as shape, measurement and algebraic relations. Another useful addition is a list of concrete materials for use with each type of mathematical activity.

In all, this provides an excellent introduction for the teacher about to use the series for the first time, and a valuable bridge to link Levels One and Two for the teacher already using the series.

Understandably, in trying to introduce the methods and notation of the seven books of Level One, the actual content of Book 0 is somewhat compressed, and some teachers may feel that there are insufficient examples. Provided the teacher remedies this to his own satisfaction, this book must stand upon the rest of Level Two. There is the usual high standard of production with attractive presentation and colourful diagrams.

Both of the series *New Basic Arithmetic* and *Number Skills* aim to provide practice in computational skills. The *Number Skills* series of

Continued from page 44

ted with books and reading is likely to be a defeated child as far as literacy is concerned. "Storying" or the making of stories is one of the ways by which the maker begins to discover an image of himself as a literate being and, of course, the very first reason for making a story is that you want to do something with it for yourself. It is a matter for puzzlement, therefore, that some schools cater all the richness of language their pupils bring with them, and yet still regard it as actually peripheral to the proper business of getting through reading schemes, in some of which the ambiguities of our language have been pared down to the mere white bones. Has not the revolution in children's book publishing penetrated this far yet? How can anyone justify asking children to read anything other than "real" stories?

It was Galileo who wrote: "You cannot teach a man anything; you can only help him to find it within himself." And whoever cannot teach history from this standpoint, and teach it with passion, should step aside and leave it to those who can.

six books is aimed at children aged from seven to 12 years. Basically, it is just page after page of "sums". Each page provides practice in a particular computational technique; the required method is indicated on each page by a worked example. The sums tend to be too repetitious rather than graded, and there seems to be an emphasis on routine rather than understanding.

For instance, addition is regarded as "counting on" rather than as the union of two disjoint sets and subtraction is introduced as "counting down", with little emphasis on either "compulsion" or "taking away".

I'm not really convinced of the value of this series. Most teachers are likely to teach quite different methods of computation from those advocated by the author and there are plenty of other sources (including the teacher himself!) of sums. *New Basic Arithmetic* is a revised version of the five book series written by T. G. Duffern and originally published in 1951. Each pair of facing pages provides a unit, similar to a worksheet, containing a graded set of exercises. These are sometimes presented in problem form rather than merely as "sums".

The content is basically arithmetical, but there are also units on such topics as shapes, angles, measurement and scale drawing. Unfortunately, there is no colour, though plenty of illustrations, so the books look somewhat drab. There is little indication as to the computational methods to be used, so the teacher has a fair amount of freedom as to how he uses the books.

The age-range for each volume is unclear. For instance, Book One starts with addition involving thousands, then later begins systematically to derive the two times table. Nevertheless, the books do provide a source of additional exercises for practice, and will help the individual child to overcome a particular difficulty.

Reading fun

Ileana Wallington

Robin Readers 1-6. 35p each. Book 1. 0 304 29455 5. Book 6. 0 304 29458 6. Cassell. 60p each. Activity Books. 25p each. By the same author. Hamlyn.

This is an attractive series which has been carefully planned and fills the best criteria of early reading books. The authors seem to have the right ideas. After struggling with so many series about children engaging in even the dreariest activities, it is a pleasure to use books which contain interesting and amusing stories written in restricted vocabulary. All the stories have an element of fantasy which has great appeal to children. The illustrations, in colour, are in the same spirit as the stories. Children to whom I have given books enjoyed them very much, so have I which is almost important, because a bored child creates a bored pupil.

Another point in favour of the series is the material in the form of each book giving information on how children learn to read with sound advice on how to use books and how parents can help their children to read.

My only criticism is of the large increase in vocabulary between 20 and 30 words - a book to book. This could be remedied by the production of readers for each stage.

The accompanying activity books are also very well thought out and attractively produced. Children really enjoy working with them and they do not mind doing each page and this makes them suitable for work at home or in school. Also, the fact that they are expendable makes them a very useful item for school use. *Robin Readers* is a good mixture of oral and visual training, reading, writing, manual coordination and

Longlegety beasties

Ralph Lavender among the "nightside creatures"

Giants, Witches and Dragons. North American Indians. By Sally Chaplin. Teaching 5 to 13 Projects. Macdonald Educational £1.25 each. 0 35 01895 3 and 04886 1.

These next two titles in the Teaching 5 to 13 Project (the previous ones were *Bakery and Flight*, the first of which was reviewed in *TES* on May 23 last and cost 40p less) continue in the format already established. *Giants, Witches and Dragons* begins with a fascinating justification for choosing this topic, describing fantasy as a way in which children invent new ways of living their lives, enabling them to think of new ideas and to "absorb" the experiences of the past. "Fantasy children can be assisted to distinguish between fantasy and reality, and even when they have learnt the difference, giants and witches and dragons will still be real to them - the fantasy world of the child lives on." It might be added that these night-side creatures are symbols, albeit of another kind, in adult fantasy too. Ideas suggested include a Halloween party and cooking some of the appropriate

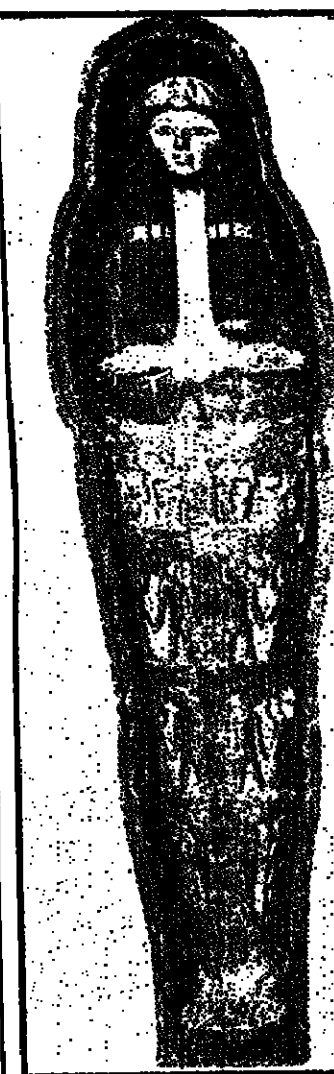
food for it, creating a witch's garden, building a giant and a dragon, and making a book of superstitions. The best idea of all is called "a magic tree fantasy", which means weaving a story around an old and gnarled tree; there is an evocative photograph to go with it. The first illustrated page of this book has a picture of the Cornish Abbot's giant, but the caption manages to avoid mentioning his most pronounced feature.

This is a project that could not avoid using poetry and story, as well as music. But whatever happened to *Mussorgsky*? And how can one be thinking about dragons and forget *The Hobbit*, yet include in the project Shakespeare's *Witches*, Gulliver, the Narnia books, and the ubiquitous Jack? Similarly, the folklore of trees is introduced, yet the bibliography does not mention the Shire publication about plant lore. There is no excuse for an unannotated bibliography in a teachers' reference book.

In exactly the same way, the inadequate attention to children's stories is the weakest point of the book about North American Indians, which is intended to be an antidote

to the notion of the Indian as "a bloodthirsty, scalping, whooping barbarian". There is a wealth of stimulating material here: modelling a totem, a canoe, a totem pole, a village, rag dolls, weapons, clothes, and musical instruments; making sand pictures; dance and drama; mathematical work on number and the symmetry of Indian art; and Indian sign language. Yet it is impossible to understand how Mexican wool pictures can be mentioned without reference to Ben's chihuahua in Philippa Pearce's *A Dog So Small* (Puffin). A great deal of Indian lore is omitted from the bibliography, which reflects little understanding that children might learn as much about Indians from a story about them such as Betty Baker's *The Shaman's Last Raid* (Harper and Row) as from a dozen information books. The background information at the beginning says that Indians lived "in a cooperative sort of way", which is surely too vague an explanation - do not the members of all societies necessarily live like that?

However, in spite of all these criticisms, no teacher could fail to find many ideas in these two books for stimulating classroom work.



Mummy cover and coffin of the goddess Henuimhit 1300 BC. This is one of many black and white photographs that, together with drawings by Zena Plax, illustrate "The Seven Wonders of the World" by Arthur Nicholls (Studio Vista £1.95) which could be a useful source of information for projects on the Ancient World.

R. E. Young

By sight and touch

Exploring Materials with Young Children. By Roy Sparkes. Bedford £2.75. 0 7134 2926 7.

To the uninformed it can sometimes seem that infant schoolchildren spend most of their time playing games of learning, but play itself can be a learning process. Young children learn through their senses of sight and touch as well as hearing, and experience of a wide variety of materials is rightly considered a vital part of their education.

This book by Roy Sparkes lists

suitable materials in alphabetical order and gives plenty of good ideas for using them. But this is more than just another source of craft ideas. The author also points out the relevance of creative play to the formation of concepts which are difficult to teach in any other way. Sorting articles by texture or size enables children to appreciate that some are smoother than others or larger than others. Water and sand can be used with various containers to convey the meaning of "full" and "empty" or to teach the basics of weighing and measuring. Constructing in three dimensions gives

experience of the values of strength and balance. Older children may be led from creative play with natural materials such as leaves and grasses into nature study, or stimulated by items they have made into imaginative acting or writing.

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Complicated interchange

Suzanne Wiener on the theory and practice of teaching reading

Phonic Skills and their Measurement. By P. J. Congdon. Blackwell's Practical Guide for Teachers. Basil Blackwell. Paperback 65p. 0 31 95440 6.

Word Games for the Teaching of Reading. By Doreen Nicolson and Glenda Williams. Pitman Educational Library. Paperback £1.80. 0 273 00833 1.

Focused Reading Instruction. By Wayne Otto, Robert Chester, John McNeil, Shirley Myers. Addison-Wesley Publishing Co £5.85. 201 05511 2.

Reading and Reading Failures. By John M. Hughes. Evans Modern Brothers Ltd £3.75. 0 237 28194 5.

Decontextualized and mechanical reading, seen as an inevitable by-product of formal reading skills instruction, has become the bane of far too many educators. The Bullock Report reflects this fear crudely in its ill-formed judgment that phonic knowledge should be "acquired by inductive learning with the absolute minimum of formal instruction"; in ways ranging from the constructively subtle to the near-hysterical, many educators, influenced by psychological and linguistic contributions to reading, express an equal apprehension of formal and direct skill teaching. What all of the foregoing have in common is a seeming unwillingness to accept that good educators, irrespective of their formal stance, recognize the complexity of the reading process. On fundamental themes an eclectic consensus exists for experienced professionals: learning to read spans method, material, age level and content; it involves both inductive and deductive thinking in the complicated interchange between teacher and learner.

The groundlessness of most of the apprehensions about formal skills instruction leading to mechanized reading is illustrated by the four books under review, which are a rough sampling of current work in the field. Interestingly, all the books assume that reading skills will be taught directly, and they treat specific skill areas: phonic analysis, sight vocabulary, morphemic or structural analysis, and comprehension and study skills. Even more striking, their authors are extremely sensitive, in every instance, to the usefulness of contributions to reading from the fields of psychology and linguistics. As a result, their suggestions about methods and materials are rounded in scope and perspective, and are of considerable value. As if to belie the disparaging view of formal reading skills instruction, decontextualization and mechanization—those fancied evils—are nowhere to be found.

Dr P. J. Congdon, in his intelligent study, *Phonic Skills and Their Measurement*, points out that psychological and linguistic research has suggested appropriate "ways of helping children to break the code; to discover how spoken language is set down in writing; to find out how words are structured; and to become aware of how the arrangement of letters in a word controls the way these letters are sounded." He emphasizes the need to relate a child's cognitive development to proper teaching methods and suggests the withholding of a phonic approach until the child's concrete operational thinking is developed sufficiently to enable him to deal with words in an analytical manner. Rightly, Dr Congdon ascribes to phonic teaching a position commensurate with what it deserves: as one tool among many available in helping a child to read. *Phonic Skills and their Measurement* is not uniformly successful—Dr Congdon's survey of American and English phonics tests is superficial, and his justification for a phonics test that he helped to devise is unconvincing—but it is provocatively strong in relating phonics to psychological and linguistic contexts.

In their lucid exposition, Doreen Nicolson and Glenda Williams complement Dr Congdon's work almost better than he manages to do. They have compiled and developed numerous word games to facilitate phonic teaching, their objective being to capitalize on a child's inclination to play. The authors, both experienced remedial teachers attached to the Guidance and Special Education Branch of the Queensland State Education Department, have rendered a service to teachers by explaining how these games can be used to impart and reinforce basic reading skills. Relatively few of these games are original, and most will be familiar enough to experienced teachers. But it is creditable to have such a variety of games—for listening skills, sight words and an impressive range of specific phonic skills—laid out so neatly.

No apology need be offered for the explicit delineation of reading skills to be found in *Focused Reading Instruction*. The four authors of this American study put the most extreme fears of the Bullock Committee to the test—and find them wanting. Their approach is the potentially mechanistic one of focusing upon specific skill development. They do, however, sufficiently aware of the complexity of the reading act, and of the need to relate skill development to meaning and context. (Their definition of reading is revealing: "an active and complex psychological, sensory, perceptual, biological and pedagogical process.") Their suggestions concerning reading approaches and materials reflect fully their immersion in current educational research.

The most interesting and useful feature of *Focused Reading Instruction* is the case that it puts for incorporating explicit behavioural objectives and criterion-referenced tests into educational planning. The introduction of behavioural objectives, according to the authors, will compel the teacher to define aspects of the reading process in concrete behavioural terms. The teacher must decide which reading skills are to be taught. Rather than make this choice in a potentially slipshod manner, by following vague and imprecise teaching goals as, for example, "developing visual perception", a behavioural objective could be more usefully phrased, such as "the child selects the letter (upper or lower) or number in a series that is identical to a key letter or number."

Admittedly, the explicit methods for acquiring basic reading skills proffered in these books are likely to be more useful for those gifted children who read almost intuitively than for those children who have severe perceptual and cognitive difficulties. The middle range pupils, however, are likely to fit considerably from the range of practical suggestions. Teachers who believe in an approach to the acquisition of reading skills as a systematic, fluent, mature reading can find particular heart.

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Charting time

Jack Whiteley on history books

Toppers History Series: Knights and the Crusades. By Michael Gibson. 0 356 05146 3.

The Machine Makers. By Frances Lawton. 0 5147 1.

Early Railways. By Henry Cummins. 0 5148 X.

The Pilgrim Fathers. By F. W. Nolan. 0 5149 8. Macdonald 95p. each.

I detect the pendulum here in the presentation of topics from history to appeal to children. Toppers History, using a variety of materials, no longer dirty word, and even other unpalatable subjects such as chronology, time charts, will, I forecast, be as popular with children and teachers alike.

Out of a cornflake box

Teaching with Models. By Harry T. Sutton. Evans £3.95. 0 237 29121 5.

Most classrooms, from infant to senior, display models of one kind or another, usually constructed from old cereal packets and detergent bottles. Model making is an integral part of teaching, particularly when tackling projects, and can provide a useful experience of the value of strength, balance and mobility. Unfortunately, too often the finished item still looks unmistakably like an old cornflake box. Pupils do not automatically possess the ability to make credible models, and no do teachers.

This book should prove a valuable aid to those who lack the ability to envisage the finished model in terms of the scrap materials available. A series of ex-

Each book has well-arranged double-pages, is splendidly illustrated, and contains step-by-step explanation and activity.

Knights and the Crusades manages to make an entry and gives some meaning to that—for children—obscure historical event. It has a welcome sensitivity about other peoples. The influence of Turkish civilization on the rough Europeans is explained. While a commentary, however, on our times, that a Christian has to be defined.

The Pilgrim Fathers is a lucid account of their life and times: precise, offering good explanations and a story in context. A more sympathetic role for the Indian is evident here, his helpful attitudes to the early settlers being emphasized.

Early Railways explains interestingly their construction and use by the populace. As often happens the author gets into trouble with

the technicalities. The workings of an engine would be very hard to follow for a nine year old.

The Machine Makers is really the story of the industrial revolution. Messrs Kay, Hargreaves, Arkwright, Compton and Co are present in a fascinating account of development from primitive machines. The dolls' house pictures of early factories are impressive and the book endeavours to have a social conscience, contrasting rich and poor. More might have been made of the eyewitness accounts and, as with the other books, I find the end project seems an afterthought.

Excellent as they are, I hope that later offerings in this series may manage to be invested with a larger spark of life. For me, *The Pilgrim Fathers* and to some extent *Knights and the Crusades* were the only ones in the series that the participants really drew breath.

Up and down

Mathew Price

Macdonald Opposites 1-6. Edited by Judith Elphicke. 60p each.

"Top and Bottom", it says at the front of that book, "is concerned with spatial concepts. The book is designed for children and grown-ups to use together. Each page provides a great many talking points for children." That sounds thoughtful and well intentioned; each book in the series is attractively produced, with bright colours, clear pictures, and at a reasonable price. Only the two words of the title are used throughout each book.

Of course, things like *Noisy and Quiet* are not easy to convey in visual terms, anyway, and some of the others do not come across very well either, even with a well-meaning grown-up to help—but it is not just that. The trouble is, it is impossible to avoid the picture of the theoretical breaking heavily over a rather puzzled child's shoulder. The series is conceived far too much in terms of adult theory. Many of the pictures, too, are about adult activities: racing cars, jet planes, stereotyped ideas, perhaps, of what adults think children like. They have nothing to do with the basic concerns of the five-year-old, which are still centred directly on self. Opposites—yes, but what does it matter to a small child if an Edwardian pony and trap is slower than a John Player Special at Le Mans?

Real space

Working Big. By John Lidstone and Clarence Bunch. Van Nostrand Reinhold. £2.95. 0 442 24795 8.

Large, air-filled bags and tunnels are fairly familiar to us, by now. They are great sources of fun for the young, and many enterprising amusement parks possess them. This book dignifies them with the title "environmental sculpture" and describes them as teaching aids to encourage children to "experience real space". It hardly needs stating that this is an American publication. The concept of doing everything on a large scale is typical, as is the rather self-conscious earnestness of the text with its undertones of Piaget.

In addition to the air-filled structures the authors suggest making large sculptures and murals using cardboard boxes, rolled newspapers and strips of corrugated paper. There are instructions, not very easy to follow, for a hot air balloon and examples of the use of lighting for dramatic effect. The most interesting photographs in the book show a design made from strips of tape lying on a famous Naxos lines. Apart from this, however, the ideas are rather limited. There are so many exciting ways of working big that it is disappointing that so few are explored. There is no mention of using natural materials. The materials which are shown would be beyond the finances of most schools in any case.

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Man and machines

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This is an attractively produced series which has brightly coloured photographs on its covers and many good diagrams and illustrations inside. As boys will enjoy reading these books and will find the pictures of modern machinery in action fascinating, they should be useful for project work. There is a sensible balance maintained between scientific principles and their

applications. A good chapter on the science of combustion, in the fire-fighting books, for example, is followed by chapters on the principles of fire-fighting, the extinguishing of fires and modern equipment. A number of suggestions are provided for further study and addresses of useful organizations are also given. This book would be helpful to anyone taking part in the Duke of Edinburgh's Award Scheme.

The book on the weatherman also suggests practical ways in which the reader can extend his knowledge of the subject, there is a short bibliography and details of other publications with addresses from which they can be obtained. In addition, this book deals in a business-like manner with the difficult task of simplifying a complex subject. There are some good photographs of the main cloud types.

The farming book will do much to inform town-dwellers how farmers are employing science to make two ears of corn or two blades of grass grow where only one grew before. At the same time it faces the fact that animals and birds reared in crowded conditions for human food, elsewhere than in Britain, are being given exceptionally unsavoury things to eat and observes that this "could happen here, and very soon".

The railway book shows that there is still a place for a boy who is interested in trains to use his enthusiasm and scientific knowledge to good purpose. It is clear that interest in rail travel did not die with the steam locomotive.

There are many useful scientific facts described in the book on the armed forces; it is a pity, therefore, that the Royal Air Force receives such scant attention.

Two and two...

Andrea Clifford

Come and Measure. Books 1 to 4. Come and Count. Books 5 and 6. By M. E. Williams. Macmillan, 40p each.

Among the most important aspects of mathematics books designed to be used by young children must be their attractiveness and clarity of instructions. It is important also that the child be able to carry out the mathematical explorations required, regardless of his reading ability. The Come and Count and Come and Measure series fall down badly in these two areas. The pages tend to have an overload of both pictures and words and some of the instructions, such as "Have a walking race with your friends

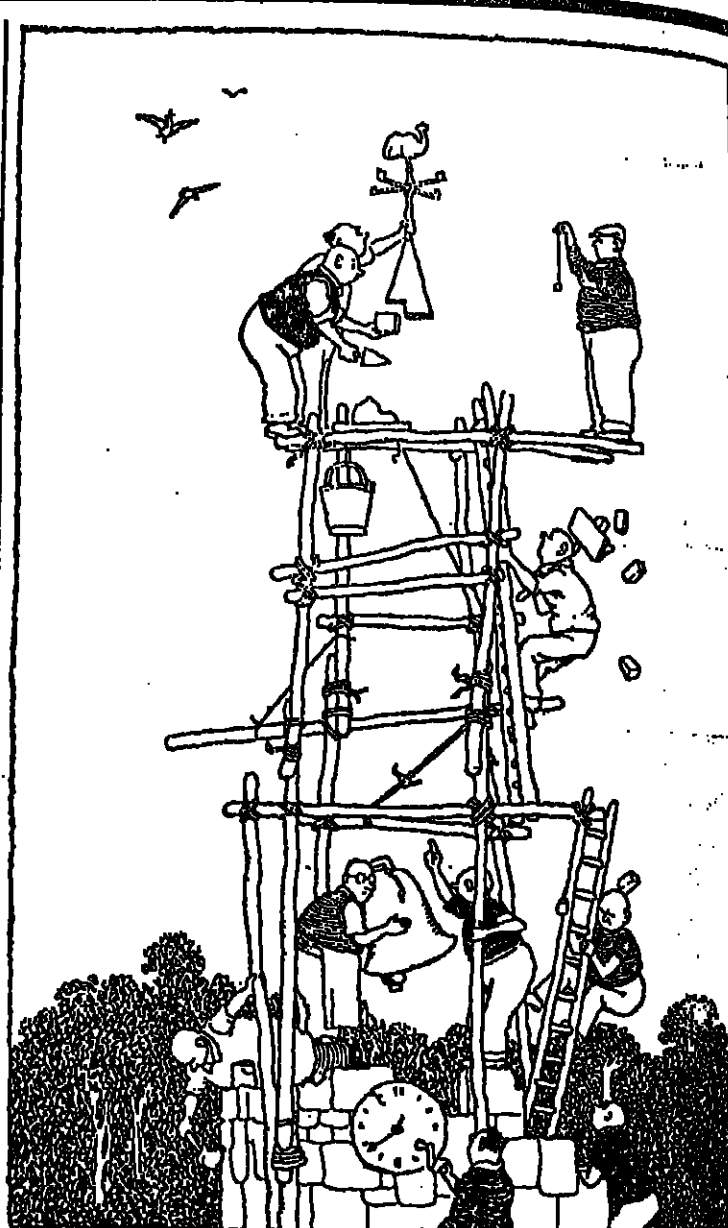
across the playground", "Time each other while you travel in other ways" may not always seem practical to the harassed teacher in the less than ideal situation.

The Come and Measure series is divided into four topics, "Mass", "Capacity", "Time" and "Length", presumably for clarity but in fact some of the captions could cause confusion, e.g. "Here are some liquids" is shown above rather drab illustrations of twelve household containers of liquids including powdered instant coffee and drinking chocolate. The books contain few ideas not already published by Fletcher or Nuffield but could be valuable to the inexperienced teacher as a source for group discussion.

Dramatic

Three Jelliplays. By Ann Jelliffe. Faber and Faber. £1.50. 0 571 10705 2.

These plays are intended either for performance to children or as stimuli for children's own improvisations and ideas. Suitable for two infant and junior children, they provide all the usual "participation" and opportunities of the "Children, will you help... make a sound like... how would you do it?" ilk. The plays are You'll Never Guess (a conventional version of Hamlet), Clever Elsie, Smiling John and Silent Peter and A Good Thing or a Bad Thing, a somewhat incongruous story of poor boy and princess, a play that turns things into gold and an invisible monster that says "Argh!" The meaning is invisible too; if there is one, Donald Walker.



Restoration of the holly. This drawing by Heath Robinson is one of a variety of illustrations from "The Red Storyhouse", one of a series of four books for children over seven, edited by David Jackson and Dennis Pepper (Oxford University Press, 95p each). Poems, stories, pictures and cartoons should provide exciting stimulus for writing and discussion.

Oxford Junior Workbooks

Clifford Carver

For all children at the beginning of reading, Oxford Junior Workbooks offer exercises, puzzles, colouring and drawing activities. They stimulate the child to master the early stages of reading, writing and numeracy with the minimum of help. They advance in difficulty, and can be used with any reading scheme or independently.

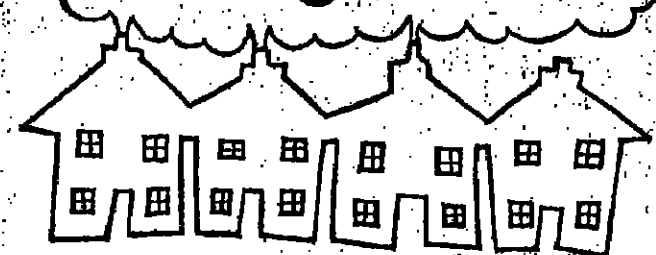
Eight Workbooks, each 48 pages, 31 x 20 cm, paper covers. Each 30p. ITA Editions of 1-4. Each 35p.

'A joy to the young child with severe learning difficulties.' *Special Education*

'... it will benefit reluctant readers and those with difficulties. What is more, it will fit in with any reading scheme you may be using.' *The Teacher*

'Attractively done, a thorough help; very good value. Highly recommended.' *Remedial Education*

Storyhouse



David Jackson and Dennis Pepper

The Yellow Storyhouse
The Blue Storyhouse
The Red Storyhouse
The Green Storyhouse

These are colourful collections of stories, jokes, poems and legends, with photographs, paintings and cartoons, to encourage young readers who are not yet quite ready for a full-length book.

They will excite the imagination and interest of young children, and stimulate them to read on.

Paperback, each 96 pages 95p
Teacher's Book 80 pages, paperback 95p
Storytape Two cassettes, each £2.95 + VAT

Educational Division,
Oxford University Press,
Walton Street, Oxford

Please send me an inspection copy of the following:

- ☐ The Yellow Storyhouse
- ☐ The Blue Storyhouse
- ☐ The Red Storyhouse
- ☐ The Green Storyhouse
- ☐ Oxford Junior Workbooks (a selection)
- ☐ ITA Edition

Name:
Address:

Date

PRIMARY
Scale 1 Posts
continued from page 38

KIRKLEES
METROPOLITAN COUNCIL
METROPOLITAN INFANTS' SCHOOL
New Road, Thaxted, Huddersfield
Group 1
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LEICESTERSHIRE
OBERON LANE INFANT SCHOOL
OBERON LANE, LEICESTER
Scale 1 plus S.P.S. Allow.
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NORTH YORKSHIRE
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SOMERSET
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HAMPSHIRE
SOUTHAMPTON AREA
HEADSHIP
FOUNTAIN LANE
MIDDLE SCHOOL
Group 1
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DEVON
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REDFORDSHIRE
REDFORDSHIRE EDUC

Somerset

Blake Comprehensive Bridgwater. Group 10

Applications are invited for the post of

HEAD

of this 11-18 age range school. 719 on roll.
Appointment to commence September 1976.
Salary: Group 10, £7,455-£8,079.

Further details and application form (S.A.E.)
from Staffing (T) Section, Education
Department, County Hall, Taunton TA1 4DY.
Closing date: 1st March.

KENT County Council Education Committee

Appointment of

HEAD TEACHER

ROCHESTER WARREN WOOD
SECONDARY SCHOOL FOR BOYS
(Group 8) Roll 409

Appointment due to resignation of present Head at
Easter. This social priority school is in post-war
buildings and stands on the same site as the
meeting Girls' school. A ROSLA project has been
completed and the school is now 2½ form Entry.

Application forms and particulars (stamped
addressed envelope, please) from the Divisional
Education Officer, Port Pitt House, New Road,
Rochester, Kent ME1 1DU to whom applications
should be returned by 8th March, 1976.

Oxfordshire

COWLEY ST. JOHN CHURCH OF ENGLAND AIDED UPPER SCHOOL

Cricket Road, Oxford OX4 3DW
(Group 10 Number on Roll 620)

Applications are invited from suitably qualified and
experienced candidates who are communicant mem-
bers of the Church of England for the post of

HEADSHIP

of this Church of England Voluntary Aided School.
It is hoped to make an appointment either for the
Summer or Autumn Term 1976.
The school is part of a three tier comprehensive system.
The first comprehensive intake was admitted in
September, 1975. It already has a developing Sixth
Form.

Further details and application forms can be obtained
from Chief Education Officer, County Offices, New
Road, Oxford OX1 1NA, on receipt of a stamped
addressed envelope. Application forms should be re-
turned to the Clerk to the Governors, The Rev. Canon
L. R. Swingle, Diocesan Education Officer, Church
House, North Hinksey, Oxford, OX2 0NB, by March 5,
1976.

HAMPSHIRE

GOSPORT/FAREHAM AREA

Gosport, Bridgemary School,
(11-18 mixed Comprehensive)

HEAD TEACHER GROUP 13

September vacancy

Details and application forms obtainable from
Area Education Officer, Education Offices,
Walpole Road, Gosport, Hants PO12 1BU
(s.a.e. required). Closing date 4th March.

Secondary Education Headships

AVON COUNTY

BRISTOL DISTRICT
The Bristol District 1976/77
The Bristol District 1976/77
The Bristol District 1976/77
The Bristol District 1976/77

CHANNEL ISLANDS

ST. PIERRE
The St. Pierre 1976/77
The St. Pierre 1976/77
The St. Pierre 1976/77
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CITY OF MANCHESTER

**NORTH MANCHESTER HIGH
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School 1976/77
The North Manchester High
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LEICESTERSHIRE

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Deputy Headships Senior Masters/ Misses

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EDUCATION DEPARTMENT

COUNTY SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Brandwood School,
Sunderford Road, Kings Heath,
Birmingham B14 6JQ

A vacancy for a teacher in charge of B.E.O. (Nuffield) Scale 2. This subject is about to expand into the Sixth Year; a Scale 3 appointment will be considered depending on experience and qualifications.

Duddleston Manor School,
Great Franks Street B7 4QR

11-18 Mixed, 870 pupils (480 girls).
Required for Summer 1976, Scale 2 for GIRLS' P.E. School with walking distance of Woodcock Street. Substantial and has flood-lit all-weather playing area on site and well-equipped gymnasium.

Handsworth Wood Girls' School
Church Lane B20 2HL

Required, Spring Term, 1976:

- (a) Scale 2, REMEDIAL TEACHER.
- (b) Scale 2, SHORTHAND AND TYPING.

Hodge Hill Girls' School
Bromford Road B36 8EY

Scale 2 posts for suitably experienced and qualified candidates.

Required in September, teachers for:

- (a) PHYSICS, also able to offer GENERAL SCIENCE in the Lower and Middle School.
- (b) HOME ECONOMICS, Dress and Design curriculum preferred.

Kings Norton School
Downland Close B38 8QT

Planned increase to Six Form Entry with Sixth Form by 1978.

- (a) Scale 3, HEAD OF HISTORY within Faculty of Humanities, C.S.E./O level examinations.
- (b) Scale 3, HEAD OF GIRLS' P.E.

- (c) Scale 4, HEAD OF MATHS/SCIENCE FACULTY. Organisation of the school. One of the team preparing for Six Form Entry School, New Post.
- (d) Scale 4, New Post, HEAD OF CREATIVE DESIGN FACULTY—preparation of Light/Heavy Crafts. One of the team preparing for Sixth Form Entry School.

Lordswood Girls' School
Knightlow Road, Birmingham
B17 8QB

(a) Required for September, a well-qualified MATHEMATICS graduate to teach up to Advanced Level MATHEMATICS with STATISTICS, second in Department, Scale 2 or 3 for a suitably experienced person, but Scale 1 applicants will also be considered.

(b) Scale 2 for suitable applicant. Required for Easter well qualified teacher of HOME ECONOMICS to share in work throughout school to C.S.E. 'O' and 'A' level and to teach some well established and well equipped home economics department.

Perry Common School,
Faulkners Farm Drive
B23 7XP

(Scale 2 for suitably experienced and qualified teacher, but the school not enter less experienced.) Required for Summer Term (April) Assistant teacher for MUSIC. The school has well established and well equipped choral groups. Subject taught at all levels.

Washwood Heath School,
Burney Lane B8 2AS

First Year TUTOR (Scale 3). For Easter or September. To be responsible to Head of School for co-ordinating guidance of the September, 1976, intake. Apply by letter or phone (021-763 1272).

VOLUNTARY AIDED SECONDARY SCHOOLS

SCALE 2 POSTS & ABOVE

Blessed Humphrey
Middlemore R.C. School
Metchley Lane B17 0JJ

Scale 2. To assist in REMEDIAL DEPARTMENT. For Easter. Applications to Clerk to the Governors, care of school.

St. Edmund Campion R.C. School,
Sutton Road, Erdington
B23 5XA

Required September, 1976:—

- (a) HEAD OF THE ENGLISH DEPARTMENT, Scale 4.
- (b) Established courses to C.S.E. 'A' and 'O' Levels, and C.S.E. Experience and enthusiastic teacher required to develop the work of the department over the whole of the ability range.
- (c) Further details and application forms from the Clerk to the Governors at the School, to whom they should be returned by March 7, 1976.

Teachers to offer the following subjects, singly or in combination. Posts above basic scale available for suitably qualified and experienced candidates, although some of the posts may be equally suited to newly-qualified teachers:—

- (b) TECHNICAL STUDIES, qualifications in Woodwork and/or Metalwork preferred. An interest in Plastics an advantage. The successful candidate will be able to participate in the planning of purpose-built technical facilities which are to be constructed within the next year.

- (c) REMEDIAL EDUCATION. Head of Department post available for suitably qualified and experienced candidate.

- (d) MUSIC. Interest in Choral or Instrumental work essential. Some examination work available if preferred. The school has a large Music Studio.
- (e) Application from the Clerk to the Governors at the school, to whom they should be returned by March 14, 1976.

Scale 2 post available for suitably experienced applicant. Assistant with post (less, removal expenses and relocation allowance) can be considered.

Applications to Chief Education Officer for Schools, 177, Town Hall, Leicester, Leic.

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for these posts should be sent direct to Head of the School as soon as possible, together with stamped addressed envelope.

The Arthur Terry School
Killoe Road, Sutton Coldfield
B74 4RZ

Required in April or September, a HOME ECONOMICS teacher to teach throughout a varied and extremely flourishing department.

Cockshut Hill School
Yardley B26 2HX

A vacancy exists at Easter, 1976, for a teacher of ENGLISH. Some interest in Drama would be valuable.

Ladywood School,
Freeth Street, Ladywood
B16 0QT

Teacher required to teach SOCIAL STUDIES/ GEOGRAPHY. This is a temporary appointment but may be renewable after August 31. Vacancy occurs March 10. There is a scheme for assistance with removal expenses.

SECONDARY Science continued

NORTHAMPTONSHIRE EDUCATION DEPARTMENT

LATHIER SCHOOL
Lathier, Northampton

HEAD OF SCIENCE required for September at this new, purpose-built comprehensive school. The opening of Lathier School in September 1976 will require the reorganisation of secondary science departments from the school, therefore, the school will develop a comprehensive science department towards an ultimate size of 40 pupils plus sixth form.

Salary payable up to Scale 4, depending on qualifications and experience.

Further details and application forms (stamped addressed envelope) please send to the County Education Officer, Northampton, NN1 2JL, to whom completed forms should be returned by 15th March 1976.

NORTH YORKSHIRE (County of)

KEAYESIDE SECONDARY MODURON SCHOOL
Middlethorpe, York

Head of Science (Scale 3 post). To have responsibility for SCIENCE in this mixed school (1,000 pupils) for Years 7-11 (C.S.E. 'O' and 'A' Levels, and C.S.E. 'A' and 'O' Levels).

Further details from the Headmaster to whom applications should be sent by letter before 31st March 1976.

SANDWELL
(Metropolitan Borough of)

WATLEY HIGH SCHOOL
Pound Road, Osbury, Watley, West Midlands

Required for September 1976:—

HEAD OF SCIENCE (Scale 3 post). In September 1976, this school (three comprehensive) will have three years four and five. The school is a mixed school with a large intake of mixed ability groups in the lower school.

The Sciences are strong in the school and the Headmaster is keen to develop the work of the department over the whole of the ability range.

Further details and application forms from the Clerk to the Governors at the School, to whom they should be returned by March 7, 1976.

Teachers to offer the following subjects, singly or in combination. Posts above basic scale available for suitably qualified and experienced candidates, although some of the posts may be equally suited to newly-qualified teachers:—

- (b) TECHNICAL STUDIES, qualifications in Woodwork and/or Metalwork preferred. An interest in Plastics an advantage. The successful candidate will be able to participate in the planning of purpose-built technical facilities which are to be constructed within the next year.

- (c) REMEDIAL EDUCATION. Head of Department post available for suitably qualified and experienced candidate.

- (d) MUSIC. Interest in Choral or Instrumental work essential. Some examination work available if preferred. The school has a large Music Studio.

- (e) Application from the Clerk to the Governors at the school, to whom they should be returned by March 14, 1976.

Scale 2 post available for suitably experienced applicant. Assistant with post (less, removal expenses and relocation allowance) can be considered.

Applications to Chief Education Officer for Schools, 177, Town Hall, Leicester, Leic.

Cambridgeshire
Cambridge Area

CROMWELL COMMUNITY COLLEGE
Wenny Road, Chatteris, Cambs.

Scale 2 post available for suitably experienced applicant. Assistant with post (less, removal expenses and relocation allowance) can be considered.

Applications to Chief Education Officer for Schools, 177, Town Hall, Leicester, Leic.

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Applications to Chief Education Officer for Schools, 177, Town Hall, Leicester, Leic.

ESSEX COUNTY COUNCIL

CLAREMONT SCHOOL
Claremont, Essex

Head of Science (Scale 3 post). To have responsibility for SCIENCE in this mixed school (1,000 pupils) for Years 7-11 (C.S.E. 'O' and 'A' Levels, and C.S.E. 'A' and 'O' Levels).

Further details from the Headmaster to whom applications should be sent by letter before 31st March 1976.

Claremont School
Claremont, Essex

Head of Science (Scale 3 post). To have responsibility for SCIENCE in this mixed school (1,000 pupils) for Years 7-11 (C.S.E. 'O' and 'A' Levels, and C.S.E. 'A' and 'O' Levels).

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Head of Science (Scale 3 post). To have responsibility for SCIENCE in this mixed school (1,000 pupils) for Years 7-11 (C.S.E. 'O' and 'A' Levels, and C.S.E. 'A' and 'O' Levels).

Further details from the Headmaster to whom applications should be sent by letter before 31st March 1976.

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SANDWELL

CLAREMONT SCHOOL
Claremont, Essex

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Further details from

SECONDARY

WILTSHIRE
THE JOHN BENTLEY SCHOOL,
Cane, Wilt. SN11 0YU
(11-18 Comprehensive,
1,120 pupils)
Required for September, 1976, a
HEADSHIP in PHYSICS. The school
teaching throughout the school to
Advanced level. A Scale 2 post is
available for an experienced teacher.
Candidates should also have a
strong interest in the subject and
be able to give full time and part-time
work.

Opportunity to contribute to a
wide programme of school activities,
both scientific and non-scientific.
A new Sports Centre is attached to
the school.
Please apply immediately to the
Headmaster, giving full details of
qualifications and experience and
the names of two referees.

LEEDS CITY COUNCIL

DEPARTMENT OF EDUCATION

Unless otherwise stated:
Closing date is ten days after the appearance of the advertisement.
In respect of Headships and Deputy Headships in all schools, and other posts in primary, middle and special schools, forms are available from, and returnable to, the Director of Education, Department of Education, Great George Street, Leeds, LS1 3AE.
For other posts in secondary and high schools, application should be made to the headteacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Requests for forms and details should be accompanied by a stamped, addressed envelope.

FIRST TEACHING APPOINTMENTS: PREFERRED POST SCHEME

Students seeking their first post are advised that
registrations are now being accepted. Application
forms are available from the above address. A
stamped, addressed, foolscap envelope must be
enclosed.

SPECIAL SCHOOLS

SCALE 1 AND 2 POSTS
FEARNSLEY SCHOOL (No. on Roll: 140 in Main School
+ 30 in Associated Unit)
Headteacher: Mrs. D. Cullen
It is anticipated that this purpose-built school for E.S.N.
(No. on Roll: 170) will be ready for occupation in
September, 1976. A number of staff and children are at
present housed in Hunslet Moss Special School. Further
details are obtainable from Mrs. D. Cullen at Hunslet Moss
School (Telephone Leeds 702403) during school hours.
Applications are invited for the following posts from
September, 1976:

Assessment Unit

SCALE 2 POST

SCALE 1 POST

E.130
E.131
Two teachers required to assist the Deputy Headteacher in
the establishment of this assessment/learning unit and in
the carrying out of individual programmes for children with
specific learning difficulties. It is envisaged that the unit
will provide long-term assessment, with eventual placement,
for all children reaching school age who show signs of
learning difficulties. The unit will be staffed by two teachers
and a number of support staff. The unit will be based in
the main school, but will have its own premises. The unit
will be open to all children, but will have a special focus
on children with specific learning difficulties. The unit will
be staffed by two teachers and a number of support staff.
The unit will be based in the main school, but will have
its own premises. The unit will be open to all children,
but will have a special focus on children with specific
learning difficulties. The unit will be staffed by two
teachers and a number of support staff.

SCALE 1 OR 2 POSTS

E.132
Two teachers required to work mainly in the above areas
with children from the Upper School. In addition to
necessary experience in these practical subjects, candidates
must have a genuine interest in and/or awareness of the
needs of E.S.N. children.

Upper School

SCALE 1 POST

E.133
Teacher to work in a remedial plan area as part of a
team of seven or eight, approximately 10 children aged 8-12 years.

Lower School

SCALE 1 POST

E.134
Teacher to work in a remedial plan area as part of a
team of seven or eight, approximately 10 children aged 8-12 years.

PRIMARY SCHOOLS

DEPUTY HEADSHIP
Post No. N.W.91—COOKRIDGE PRIMARY SCHOOL
(Group 7)
The above post was advertised on 1st February, 1976. This
advertisement covers the period 1st March to 31st March 1976.
The 5-11 age range should have had a 5-6 age range.
Revised closing date for applications is 1st March, 1976.

SCALE 1 POSTS

E.136
BRIDGEMAN PRIMARY SCHOOL (No. on Roll: 428 (5-6 years)
(Nursery Unit: 20 part-time)
Thorn Hall, Leeds LS13 3LW
Headteacher: Mrs. D. Cullen
Required for 26th April, 1976, or earlier if possible: Nursery
teacher for the Nursery Unit, full time, attached to
main school. There are two N.A. classes and
there are 25 children attending the morning and afternoon
sessions.

E.139
ROTHWELL, BAIGH ROAD INFANTS' SCHOOL (No. on
Roll: 100; 5-7 years)
High Road, Rothwell, Leeds LS20 0NQ (Telephone: Leeds
81149)
Headteacher: Mrs. I. M. Aldin
Required for September, 1976, a teacher for Infants. The
school is playing the piano will be desirable.

Social Studies

Other Posts on Scale 2 and above

WARWICKSHIRE

EDUCATION DEPARTMENT

WILKINS LANE SCHOOL

Higham Lane, Nuneaton
(1400 boys and girls)

Required for September, 1976, a
HEADSHIP in Social Studies and
History. An experienced teacher
with a strong interest in the
subject and a good knowledge of
the curriculum. The school has
a well equipped library and a
large hall. The school is a
member of the Nuneaton and
District Education Committee.

Scale 2 post available.

Telephone: (0946) 241222.

Scale 1 Posts

AVON COUNTY

PORTWAY SCHOOL

Stroud Road, Stroud, Glos.
(1,200 pupils)

CAMBRIDGESHIRE

PETITMERE SCHOOL

Orton Road, Orton Longueville,
Leicestershire. LE23 0PQ
(1,200 pupils)

Required for September, 1976, a
HEADSHIP in Social Studies and
History. An experienced teacher
with a strong interest in the
subject and a good knowledge of
the curriculum. The school has
a well equipped library and a
large hall. The school is a
member of the Orton Longueville
and District Education Committee.

Scale 1 post available.

Telephone: (01933) 251071.

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County of Cleveland

SECONDARY SCHOOLS

DEPUTY HEAD TEACHER

BRINKBURN SCHOOL, Blakelock Road, Hartlepool, Cleveland
(Tel. Hartlepool 72389)

Applications are invited for the above post, the appointee to
take effect from September, 1976. The school has a total of 1,200
pupils and is situated on two main sites facing
Upper and Lower Schools.
The successful candidate will be responsible for all pastoral
work in the Upper School and specific duties in connection with
the administration of C.S.E. examinations.
This is a Group 13, 11-18 mixed comprehensive school with 1,200
pupils on roll.

SECOND MISTRESS

WARBETTS SCHOOL, Linden Road, Brocton, Baltham, Cleveland
TS12 2SA (Tel. Brocton 308 and 814)

Required for September, 1976, following the retirement of the
present holder, a SECOND MISTRESS for this Group 11 mixed
comprehensive school with 1,140 pupils on roll. The successful
candidate will be given a full share in the corporate management
of the school and particular responsibility for the organisation
of girls' welfare and discipline.
Wardetts School is housed in pleasant modern buildings situated
near the North Yorkshire Moors National Park and the sea.
(Further details are available from the Headmaster on request)

SCALE 4-HUMAN STUDIES

IAN RAMSEY SCHOOL, Green's Lane, Fairfield, SUTTON,
Cleveland TS15 5AJ (Tel. SUTTON 583205)

Required for September, 1976, a teacher to be responsible for
the HUMAN STUDIES DEPARTMENT, SCALE 4 post. This is an
aided Church of England comprehensive school, excellent facilities
in the West of Stockton in a pleasant residential area.
(Further details can be obtained from the Headmaster at the school)

SCALE 2-GEOGRAPHY

SARAH METCALFE SCHOOL, Burns Road, Tassville East, South
Cleveland TS15 9AW (Tel. Easington 56101)

Required for the Summer Term, 1976 a teacher for GEOGRAPHY,
SCALE 2 post.

SCALE 2-MUSIC

BRINKBURN SCHOOL, Blakelock Road, Hartlepool, Cleveland
(Tel. Hartlepool 72389)

Required for the beginning of the Summer Term, 1976, a teacher
for MUSIC, SCALE 2 post. Music is taken throughout the
school and candidates should be prepared to teach for C.S.E., 'O' and 'A' levels.
(Further details are available from the Headmaster on request)

SCALE 1 POSTS-GIRLS' PHYSICAL EDUCATION

Required for Easington, a suitably qualified and experienced teacher
for GIRLS' PHYSICAL EDUCATION, SCALE 1 post.

(a) **OAKLAND SCHOOL**, Fakenham Avenue, Middleborough
Cleveland TS9 4QQ (Tel. Middleborough 22102/3)

This is an 11-16 comprehensive school with 820 pupils on roll.

(b) **STAINBY SCHOOL**, Ledgers Grove, Middleborough, Cleveland
TS9 9BB (Tel. Middleborough 87087/8)

This is an 11-16 comprehensive school with 1,201 pupils on roll.

(c) **FINCHLEY SCHOOL**, 1st March, 1976.

Financial assistance with household removal expenses is available.

Application may be made by letter or on application form
obtainable from the Head Teachers at the addresses above.
The successful candidate will be given a full share in the corporate
management of the school and particular responsibility for the
organisation of girls' welfare and discipline.

Letting of application and completed application forms should
be submitted direct to the Head Teachers within 14 days of
the appearance of this advertisement, unless otherwise stated.

SCALE 1-FRENCH

DYKE HOUSE SCHOOL, Hapton Road, Hartlepool, Cleveland
(Tel. Hartlepool 68377 and 64483)

Required for September, a teacher of FRENCH, SCALE 1 post.
Good facilities and opportunities in an expanding department.

SCALE 1-GIRLS' PHYSICAL EDUCATION

EGGLESCLIFFE SCHOOL, Uxley Hook Road, Egglescliffe, South
Cleveland TS15 6LA (Tel. Egglescliffe 78240 and 78250)

A teacher for GIRLS' PHYSICAL EDUCATION, SCALE 1 post.
The school has a well equipped gym, sports hall and extensive
playing fields. It is hoped to make an appointment on 1st
April, but applications from staffs in training will be considered.

This is an 8 form entry, 11-16 comprehensive school with 1,201
pupils on roll.

SCALE 1-TECHNOLOGY

(a) **EGGLESCLIFFE SCHOOL**, Uxley Hook Road, Egglescliffe, South
Cleveland TS15 6LA (Tel. Egglescliffe 78240 and 78250)

Applications are invited for the post of assistant teacher in
Technical Studies for September, 1976, SCALE 1 post. The
Technical Studies Department comprises four well equipped workshops,
a design room and a computer room. The department is an
established part of a progressive and well staffed Creative Arts
Faculty.

Excellent opportunity for an enthusiastic teacher to teach
Technology to 'O' and C.S.E. level and to develop confidence
for boys and girls involving a variety of processes and media in
a wide range of materials.

This is an 8 form entry, 11-16 comprehensive school with 1,201
pupils on roll.

(b) **HUNTHORPE SCHOOL**, Quisborough Road, Hunthorpe,
Middleborough, Cleveland TS15 6LA (Tel. Middleborough
30561/2)

Required for September, a Teacher for the Technology Department
who is able to teach Technology, SCALE 1 post. This is an
important department in this 11-16 comprehensive school. It is
aimed at taking 'O' level and C.S.E. examinations. It is also
aimed at providing a significant part of the curriculum for the
College to pursue 'A' level courses in Design and Technology
and Engineering Science.

Financial assistance with household removal expenses is available
in approved cases.

Forms of application obtainable from the Head Teachers at the
addresses shown above.

Completed application forms should be returned to the County
Education Officer, Education Offices, Woodhouse, Middleborough,
Cleveland TS15 9BB, within 10 days of the appearance
of this advertisement.

(Applications by letter only will not be accepted.)

Speech and Drama

Scale 1 Posts

AVON COUNTY

PORTWAY SCHOOL

Stroud Road, Stroud, Glos.
(1,200 pupils)

CAMBRIDGESHIRE

PETITMERE SCHOOL

Orton Road, Orton Longueville,
Leicestershire. LE23 0PQ
(1,200 pupils)

Required for September, 1976, a
HEADSHIP in Social Studies and
History. An experienced teacher
with a strong interest in the
subject and a good knowledge of
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and District Education Committee.

Scale 1 post available.

Telephone: (01933) 251071.

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Gloucestershire College of Technology

Cheltenham
Re-Advertisement
DEPARTMENT OF BUILDING
AND SURVEYING

Senior Lecturer in Building Technology

to teach to H.N.D. and H.N.C. level as part of a team. Applicants should have a progressive outlook and a degree and/or a professional qualification and be able to offer subjects in building technology including some structures.

Application forms and further particulars, which should be returned within 14 days of the appearance of this advertisement may be obtained from the Principal, North Gloucestershire College of Technology, The Park, Cheltenham, Gloucestershire GL50 2RR. Please enclose a self-addressed envelope. Applications already received will be reconsidered without further application.

Salary Senior Lecturer £5,031-£5,955.

Canvassing will disqualify.

WIGAN COLLEGE OF TECHNOLOGY

SCHOOL OF ART

Lecturer Grade I In Three Dimensional Design

Applicants should be graduates in Three Dimensional Design with experience in the use of wood, metal and plastics, and an interest in teaching the techniques associated with these materials to Foundation students. An interest in Jewellery and Silversmithing would be an advantage.

Salary Scale, £2,469-£4,377.

Application forms and further particulars from the Registrar, Wigan College of Technology, Parson's Walk, Wigan, WN1 1RR. To be returned by the 5th March, 1978.



RICHMOND COLLEGE

Tutor in
**ENGLISH AS A
FOREIGN LANGUAGE**
Tutor in
MATHEMATICS

The College wishes to appoint a tutor in English as a Foreign Language and a tutor in Mathematics with effect from September, 1978. The appointments, which are open to men and women, will be full time and for one year in the first instance. Applicants should be graduates with appropriate teaching qualifications and experience. Salary: £2,500.

Application forms and further information may be obtained from the Principal, Richmond College, Friars Sile Road, Richmond, Surrey.

Applications should be returned by Friday, 12 March.

PROFESSOR

UNIVERSITY OF GUELPH

Position: Music historian with minimum of Masters degree and experience in teaching music history and literature. Performance ability required.

Duties: Teaching undergraduate music history and music literature. Performance with faculty ensembles.

Rank: Assistant Professor.

Salary: 1975/78 rank: \$15,200 to \$19,300.

Date of Appointment: July 1, 1978.

Closing Date for Applications: When position is filled.

Applications: Send curriculum vitae and names of three referees to Dr. Stanley Saunders, Director of Music, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

COLLEGES OF FURTHER EDUCATION

continued

LONDON

INNER LONDON
EDUCATION AUTHORITY
WESTMINSTER COLLEGE
GENERAL AND BUSINESS
BUILDINGS

The following are required for a September 1978.
LECTURER 2 (Ref. 032/76) to assist in the development of the curriculum for the new degree and/or a professional qualification and be able to offer subjects in building technology including some structures.

Application forms and further particulars, which should be returned within 14 days of the appearance of this advertisement may be obtained from the Principal, North Gloucestershire College of Technology, The Park, Cheltenham, Gloucestershire GL50 2RR. Please enclose a self-addressed envelope. Applications already received will be reconsidered without further application.

Salary Senior Lecturer £5,031-£5,955.

Canvassing will disqualify.

WIGAN COLLEGE OF TECHNOLOGY

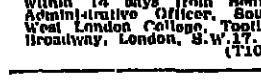
SCHOOL OF ART

Lecturer Grade I In Three Dimensional Design

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**ENGLISH AS A
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Tutor in
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NOTTINGHAMSHIRE

EDUCATION DEPARTMENT

WEST BRIDFORD COLLEGE OF
FURTHER EDUCATION

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Further details and application forms available from the Principal, West Bridford College of Further Education, West Bridford, Nottingham NG15 1JH. Tel: 0530 241111.

Completion of applications should be made by 14th March 1978.

Salary Senior Lecturer £5,031-£5,955.

Canvassing will disqualify.

WIGAN COLLEGE OF TECHNOLOGY

SCHOOL OF ART

Lecturer Grade I In Three Dimensional Design

Applicants should be graduates in Three Dimensional Design with experience in the use of wood, metal and plastics, and an interest in teaching the techniques associated with these materials to Foundation students. An interest in Jewellery and Silversmithing would be an advantage.

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RICHMOND COLLEGE

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FOREIGN LANGUAGE**
Tutor in
MATHEMATICS

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Application forms and further information may be obtained from the Principal, Richmond College, Friars Sile Road, Richmond, Surrey.

Applications should be returned by Friday, 12 March.

PROFESSOR

UNIVERSITY OF GUELPH

Position: Music historian with minimum of Masters degree and experience in teaching music history and literature. Performance ability required.

Duties: Teaching undergraduate music history and music literature. Performance with faculty ensembles.

Rank: Assistant Professor.

Salary: 1975/78 rank: \$15,200 to \$19,300.

Date of Appointment: July 1, 1978.

Closing Date for Applications: When position is filled.

Applications: Send curriculum vitae and names of three referees to Dr. Stanley Saunders, Director of Music, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

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WARWICKSHIRE

EDUCATION DEPARTMENT

Redditch

Area Adult Organiser

Applicants are invited to apply for the post of Area Adult Organiser. The successful candidate will be responsible for the development and co-ordination of adult education in the Redditch area. The post is full time and for one year in the first instance. Applicants should be graduates with appropriate teaching qualifications and experience. Salary: £2,500.

Further details and application forms available from the Principal, Redditch College of Further Education, Redditch, Warwickshire CV21 1JH. Tel: 0527 241111.

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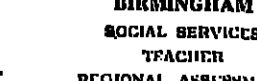
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